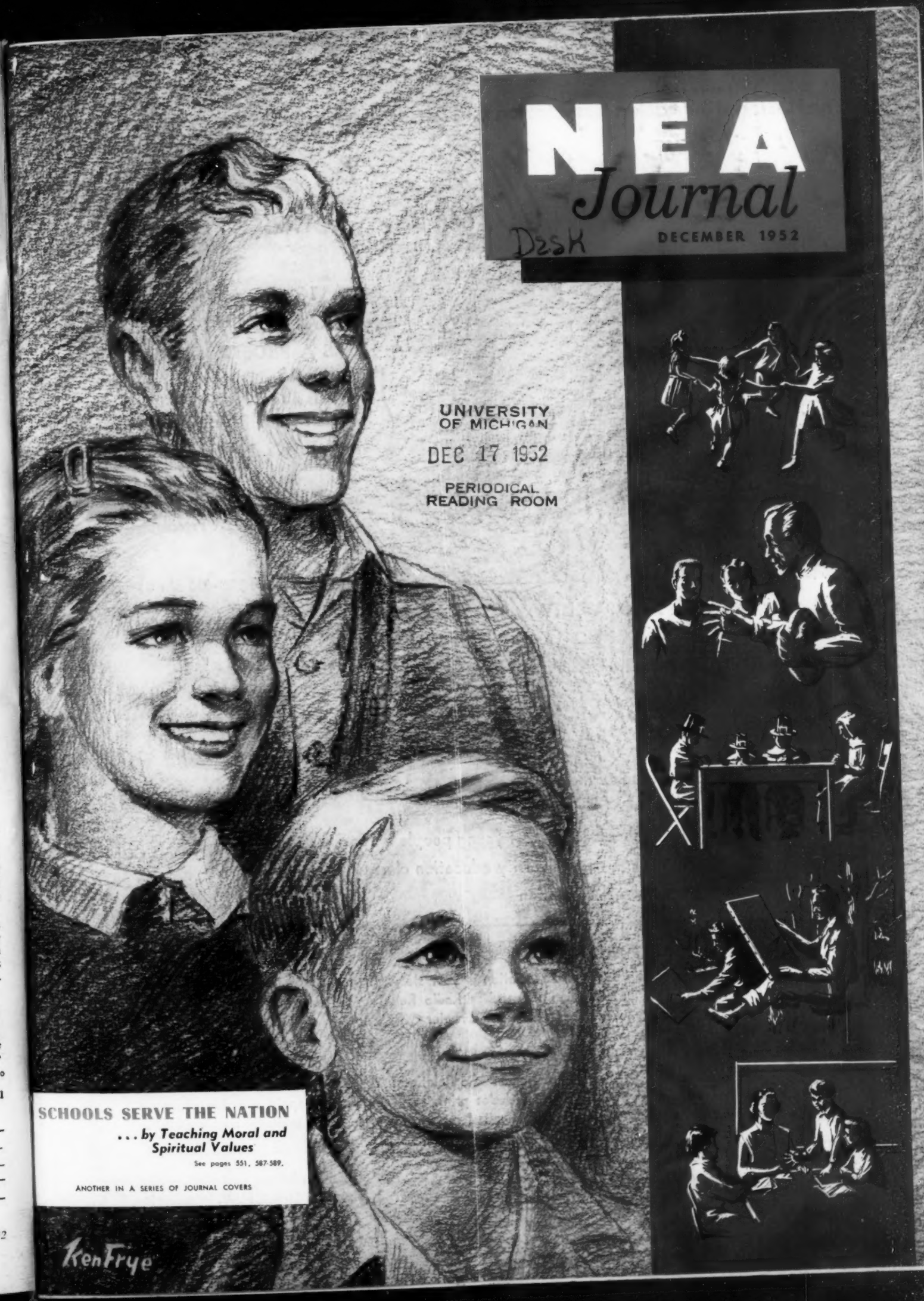
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See pages 551, 587-589.
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1201 16TH ST. N.W., WASHINGTON 6, D. C.

Volume 41 *Number 9*

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THIS MONTH

THE cover drawing—for which students from Coolidge Highschool and Whittier Elementary School, Washington, D. C., served as models—symbolizes the fact that moral and spiritual values receive attention at every level. The smaller drawings indicate a few of the many ways in which these values are taught in the nation's schools.

THE Christmas issue is an appropriate one for emphasizing moral and spiritual values. Note particularly the editorial, the Milligan and Goldin articles, and the column box on page 590. See also the Davis article on a related subject—religious education at the University of Iowa.

AGAIN this month reprints of the centerspread are available free while the supply lasts. Supplies of past centerspreads are now exhausted.

WHAT do you like best in this JOURNAL? What least? What is most helpful to you? Least helpful? JOURNAL editors welcome your comments.

NEXT MONTH

Want to know about . . .

> Progress in cleaning up intercollegiate athletics? Current issues in athletics in college, highschool, and elementary school?

> Ways of improving faculty meetings?

> The mental health of your students?

> The Arkansas experiment in teacher education?

> "Promotion" of a teacher with his class?

> Vitalizing the program of a large local association?

Then watch for the January issue.

Contents for DECEMBER 1952

FROM THE EDITOR

The Teacher's Spiritual Influence 551
The Editor's Page 552

OF SPECIAL INTEREST

Help Wanted! . . . . . *William G. Carr* 553
Public Education in the Philippines . . . . *J. Cayce Morrison* 573
How Good Is Your Safety Education Program? 576
An Iowa Idea . . . . . *Harvey H. Davis* 585
Think on These Things . . . . . *John P. Milligan* 587
Spiritual Values in Public Education . . . . . *Judah Goldin* 588
Education Is Big Business . . . . . *J. L. McCaskill* 593
We Have Only To Look . . . . . *Fra Giovanni* 595

WITH THE PROFESSION

Worth the Effort . . . . . *Virginia Bailard* 560
Hold That Line! . . . . . *John L. Bracken* 564
The Challenge of Change . . . . . *Gerhardt E. Rast* 568
Bursting at the Seams 569
Rural Teaching Service Briefs . . . . . *Lois Clark* 578
Dollars Go Further . . . . . *Wendell C. Close* 580
I Like Local Associations . *Samuel R. Rosen; Charles M. Rogers* 590
What's New in Schoolbuilding Design? . . . . *Shirley Cooper* 592
That's No Excuse! . . . . . *Harold H. Story* 598

IN THE CLASSROOM

Life with Children . . . . . *Mabel Glenn Dowling* 558
We Get To Know Joe . . . . . *Malcolm B. Keck* 562
"Look What I Found, Teacher!" . . . . . *Meta T. Shaffer* 565
Teaching English to Superior Students . . . *Marion C. Sheridan* 566
Uno, Dos, Tres . . . . . *Marjorie C. Johnston* 570
We Speak Together . . . . . *Joseph R. Casey* 572
Cornerstones of Progress . . . . . *Edwin A. Swanson* 581
Social Studies in the Middle Grades . . . . *Loretta E. Klee* 583
Are They Ready for College? . . . . . *Carl C. Byers* 596

FOR REGULAR FEATURES

News and Trends 547
Our Readers Write 549
Clementine 567
Research Says 581
If You Are a Teacher of 582
Did You Know . . .? 594
For the Beginning Teacher . . 596
What Would You Do? 597
Local-Wise 598
Poster 599
Free or Inexpensive 600
From the Four Corners 600
NEA Activities 602
Have You Read . . .? 606
Audio-Visual Materials 607
Recess 608

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News and Trends

Seven Major Tasks Facing Administrators

Seven major tasks face the school superintendent of today, says Virgil M. Rogers, superintendent of schools, Battle Creek, Mich., and president of the American Association of School Administrators. The seven tasks are: [1] alerting the community to the high birthrate of recent years in order that adequate educational housing and planning may be assured; [2] pointing out that all the children of all the people are now enrolled in the schools, including the quick ones, the slow ones, the physically and the mentally handicapped, and that educational facilities must be provided for all; [3] finding constructive answers to the criticisms and questionings of today's schools;

Also, [4] **discovering and dramatizing** to the citizens the role of the school in promoting the American way of life and in combatting un-American ways; [5] preserving the role of selfgovernment, and realizing that the school is the heart of the local community and the soul of American democracy; [6] learning how best to cooperate in educational planning; and [7] understanding the role and the responsibility of modern education, which has become a vastly complicated and involved process.

California Loyalty Oath Outlawed

On October 17 the University of California special loyalty oath was outlawed by the California State Supreme Court in a unanimous decision. Eighteen professors who had lost their teaching positions on their refusal to sign the oath were ordered reinstated. The court handed down eight separate decisions, each dealing with some phase of the loyalty oath controversy.

The issue raised by the faculty members was not that a professor or any other state employe had the right to belong to a subversive organization upholding the forcible overthrow of the government. Their contention, which the court upheld, was that all state employes, including teachers, could be required to take a prescribed oath, but that special oaths directed solely to teachers were unconstitutional.

In the court's opinion the chief justice wrote: "The loyalty of state employes is not a matter as to which there may be reasonably different standards and different tests, but is without doubt a subject requiring uniform treatment thruout the state.

"The legislature has enacted a general and detailed scheme requiring all state employes to execute a prescribed oath. . . . A multiplicity of oaths and declarations would not only reflect seriously upon the dignity of state employment, but would make a travesty of the effort to secure loyal and suitable persons for government service."

Mrs. Caldwell Is UNESCO Delegate

President Truman appointed NEA President Sarah C. Caldwell as a delegate to the Seventh General Conference of the United Nations Educational, Scientific and Cultural Organization which opened in Paris November 12. Among the other members named to the US delegation are Howland H. Sargeant, assistant secretary of state; Walter H. C. Laves, chairman of the US National Commission for UNESCO; Luther H. Evans, librarian of Congress; US Senator Charles M. Tobey, who will represent Congress; Robert C. Angell, University of Michigan; Frederick G. Hochwalt, National Catholic Educational Association; and Paul H. Sheats, University of California.

The Paris conference will bring together representatives of 65 member nations to evaluate UNESCO's progress and chart its program for the next two years. It will plan further measures designed to pierce the iron curtains of ignorance, prejudice, and misunderstanding among peoples of all nations.

While most UN members are also members of UNESCO, membership lists of the two are not synonymous. The Soviet Union has never joined UNESCO, and has frequently denounced its objectives, including the basic UNESCO concept of a free flow of information among member countries. Soviet satellites, such as Czechoslovakia, Hungary, and Poland, which had signed the UNESCO constitution before their governments came under Russia's influence, are now inactive.

Directors Reaffirm Miami Beach Decision

The NEA Board of Directors, meeting at NEA headquarters Oct. 12, 14, 15, reaffirmed their earlier decision to hold the 1953 NEA Representative Assembly Convention in Miami Beach, Fla., June 28-July 3.

Executive Committee Approves Regional Conference

The NEA Executive Committee, meeting at headquarters in Washington, D. C., on Oct. 10-11, [1] voted to hold another Centennial Action Program conference on June 24-26, 1953, just prior to the Miami Beach convention of the NEA Representative Assembly; [2] approved the sponsorship of another Regional Instructional Conference [similar to the Toledo, Ohio, conference held April 1951] for late 1953 or early 1954, the exact date and location to be decided later; [3] approved the changing the name of the National Association of School Secretaries to the National Association of Educational Secretaries; [4] reviewed the plans in regard to the 1953 meeting of the NEA Representative Assembly which will be held in Miami Beach, Fla., June 28-July 3.

Congress Aids Federally Affected School Areas

March 31, 1953, has been established as the date by which all applications must be filed with the Office of Education

for funds to help meet operating expenses of local school systems affected by activities of the federal government for the fiscal year 1952-53 under Public Law 874.

Congress has made available the sum of $40 million to carry on the program under Public Law 874 during the current fiscal year ending June 30, 1953. If these funds are not sufficient to pay in full the total amounts which the school districts in federally affected areas are entitled to receive, payments will be prorated among the eligible applicants.

A school district desiring to make application for funds under Public Law 874 should obtain application forms and instructions from the state education agency in the state in which the school district is located.

Four EPC Members Begin New Terms

On January 1, 1953, four-year terms of membership on the Educational Policies Commission will begin for L. Frazer Banks, superintendent of schools, Birmingham, Alabama; James B. Conant, president, Harvard University, Cambridge, Massachusetts; Franc L. McCluer, president, Lindenwood College, St. Charles, Missouri; and Eva Ott, principal, Crocker Highlands School, Oakland, California.

Thailand Schools Need Materials

Thailand is in urgent need of materials for use in teacher training: maps, atlases, educational magazines, textbooks, science apparatus, electrical appliances, paper, good reading material of all kinds. Materials should be sent to the Ministry of Education, Bangkok, Thailand.

DC Applies for Educational TV

The Board of Education of the District of Columbia has filed with the Federal Communications Commission an application for a construction permit to erect a television station on UHF 26 for schools in the District and adjoining areas in Maryland and Virginia. An extensive adult-education program is also contemplated. Many cultural agencies of the US government will cooperate with the schools in the preparation of both types of telecasts.

Time on the television channel in use for educational purposes in the District will be shared by many local colleges, universities, and educational organizations. A channel in the ultra-high frequency band of the spectrum will be used.

World Celebrates Human Rights Day

December 10 will mark the fourth anniversary of the adoption of the Universal Declaration of Human Rights by the General Assembly of the United Nations, December 10, 1948, in Paris.

Since the Declaration was adopted, its thirty articles have been published in 46 languages.

While the Declaration is not legally binding on any country, it has had an influence on the new constitutions of Costa Rica, El Salvador, Haiti, Indonesia, Syria, and Puerto Rico, and on the UN draft of a new constitution for Eritrea. Its influence has also been reflected in legislation under consideration in Canada, Federal Republic of Germany, Sweden, and the United Kingdom.

The Declaration has served as a model in drafting such international agreements as the Netherlands-Indonesia Agreement, the European Convention for the Protection of Human Rights, and Somaliland Agreement.

It appears as a standard of achievement for Japan in the Preamble to the Japanese Peace Treaty signed in San Francisco, Sept. 8, 1951. It has been cited as a source of law in the International Court of Justice and in the courts of Austria, Netherlands, and the USA.

In 1951, 80 nations and territories observed Human Rights Day.

A leaflet of suggestions for celebrating Human Rights Day this year may be secured by writing to US National Commission for UNESCO, Department of State, Washington 25, D. C.

John W. Davis Named Point 4 Director for Liberia

John W. Davis, president of West Virginia State College, has been named US Director of Technical Cooperation in Liberia. The appointment was made by the US State Department. Dr. Davis will have charge of the program which aims primarily at helping Liberia improve its agriculture, public health and sanitation facilities, school system, road and communications network, port and electric power facilities, public administration, and natural resources.

Dr. Davis retired in July, 1952, from the chairmanship of the NEA Commission for Defense of Democracy Thru Education.

N. Y. Commissioner Construes Feinberg Law

The New York State Commissioner of Education has recently construed the Feinberg Law so as to require every local board of education thruout the state to determine for itself just which organizations are subversive.

This ruling is a construction of the Feinberg Law under which membership in subversive organizations constitutes prima facie evidence of disloyalty. Such evidence, if not rebutted, can be grounds for the removal of teachers in the public schools. Until this decision was handed down it was understood that there would be only one listing of subversive organizations which would be formulated by the State Board of Regents. Under the recent ruling there can be as many lists of subversive organizations as there are schoolboards.

Adult Education Heads Organize

A National Association of Public-School Adult Educators was formed at the Second Annual Conference of the Adult Education Association, meeting Oct. 20 in East Lansing, Mich. The association will deal specifically with problems of superintendents, night-school principals, and public-school directors in local school districts.

OUR READERS Write

♦ *This feature of* THE JOURNAL *is an open forum for its readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA.*

No $20 Pipe Organs

EVERYONE is writing to ask about the $20 *electric* organ which I mentioned in the September NEA JOURNAL [page 328] as a help to unmusical teachers. I hope I did not give a terribly wrong impression. It is *not* a pipe organ.

It includes two chromatic octaves—from C below middle C to C above. It would be even more valuable if it included about three more notes, up to F, which would give it the range of most simple tunes. But it helps greatly in part-singing as it is. I bought mine by mail two years ago from:

The Magnus Harmonica Company
439 Frelinghuysen Avenue
Newark 5, N. J.

Perhaps there is a better model now. —EMMA KIERSTEAD, *R. 2, Presque Isle, Maine.*

Speech Students To Use *Journal*

EACH year the Wisconsin Highschool Forensic Association attempts to place in the libraries of its member schools contemporary reading material for use in speech contests. We do this by soliciting desirable material from current publications. Cuttings are generally from eight to 10 minutes in length.

This year we would like to use the story, "Marvin's Just That-a-Way," by Mary Elizabeth Vroman [NEA JOURNAL, October 1951]. It will make an excellent serious declamation.—ROBERT H. SCHACHT, *secretary-treasurer, Wisconsin Highschool Forensic Association, 1327 University Avenue, Madison, Wis.*

♦ *The* JOURNAL *staff and Miss Vroman were pleased to grant permission for this use of* JOURNAL *material.*

More Controversy in *Journal*

I WISH to second Murray Shapiro's plea that educational journals carry more articles on controversial subjects in the field of education. [Mr. Shapiro's letter appeared in the September JOURNAL, page 328. Another reader comment appeared in the November issue, page 466.] I think we in the profession should discuss controversial topics intelligently and openly.

Topics which might be considered are: "Homogeneous versus heterogeneous grouping," "Are teachers unions desirable?", and "Should failing marks be given in skill subjects (physical education, art, and music) which are required?"—HOWARD B. HOLCOMBE, *social-studies teacher, Fulton [Ill.] Junior Highschool.*

"How We Elect Our President"

MAY I call to your attention, in connection with the October feature on the electoral college, these facts:

First, our first presidential election actually took place early in 1789.

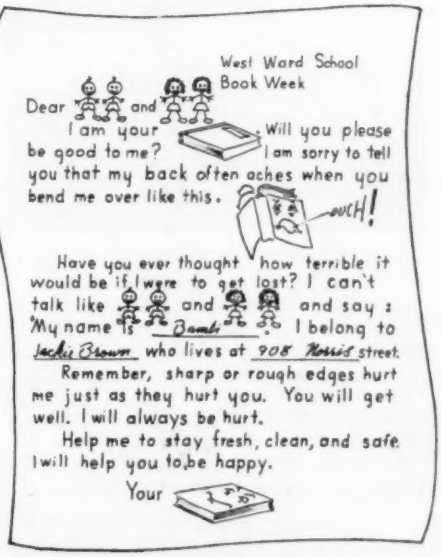
Second, state electors have occasionally been selected by other means than popular vote—even after 1872. The Colorado legislature chose that state's electors in 1876.—R. ASHLEY LUNDIN, *instructor of US history, Long Beach [Calif.] City College.*

♦ JOURNAL *staff members, having limited their election coverage to a summary of the electoral-college system rather than to a prediction of results, felt they ran little chance of an upset. Mr. Lundin's letter jolted us, but we appreciate it nevertheless.*

Further checking on our part reveals that by 1872 all states had adopted the practice of selecting state electors by popular vote. However, as Mr. Lundin points out, Colorado departed from this practice in 1876. Michigan became another exception in 1892.

Their Books Write Them Letters

BELOW is a letter which I mimeographed for the youngsters in my class as a part of our Book Week activities last year. At the end of the week each pupil wrote a similar letter to his book. —MRS. M. J. TRAPHAGAN, *West Ward School, McCook, Nebr.*



We Get Our Words' Worth

♦ *When Glenna Fogt of Sidney, Ohio, made her contribution to the "Recess" page of the April* JOURNAL, *she started something. Miss Fogt illustrated the variety of ways of pronouncing the letter combination, "ough," and then reflected:*

Use "c" instead and you'll have cough;
One just can't win. I'm signing off.

Dottie Shough of Springfield, Ohio, promptly replied with a verse ending:

But if you think you have it tough,
What would you do with a name like
Shough?

Two readers from Riverside, Calif., have countered with:

At least, your name
(Of course, in fun)
Is never used
In vulgar pun.

—MARGARET DUDD and JAMES DEDDLY.

Question-of-the-Month

♦ *"Should a teacher move with his class when it is promoted to the next grade?" This was the "question-of-the month" in the October* JOURNAL. *Here are excerpts from several replies, discussing advantages and disadvantages of the plan:*

INDEED he should. It takes at least six months for a teacher to understand his students. And after six months the youngsters have become adjusted to their teacher. This makes for better teamwork and greater accomplishment. It is good mental hygiene for a teacher and his class to move ahead as friends—both striving for the same ultimate goal.—IRWIN A. ECKHAUSER, *Washington Junior Highschool, Mount Vernon, N. Y.*

YES. I'm glad I can tell other teachers what a pleasure it is to continue teaching the same group of youngsters—if pupils and teacher have developed a sense of loyalty and respect for each other.

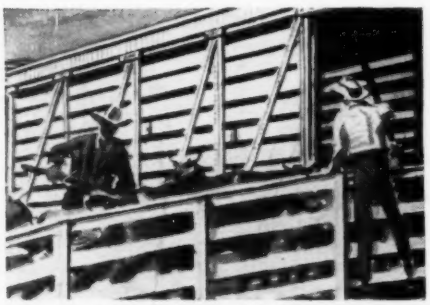
This year I am with a group of second-graders whom I taught last year in the first grade. Last June we planned a unit of work for this fall. When we came to school this September, we started in working much as if we were returning from a weekend vacation. Work habits established last year have carried over with marked success. Mothers have remarked about the eagerness with which youngsters returned to school.

It's a challenge for me to set up a new and inspiring environment each day, and the response I get brings me great happiness.—FLOY BOLAND, *Fern Avenue School, Torrance, Calif.*

WHETHER a teacher should move with his class when it is promoted to the next grade depends on the compatibility of teacher and students. But the plan would have the advantage of confronting the teacher with new interests and challenges each year. It would encourage

Here's why GOOD FOOD and GOOD RAILROADS go together!

Raising what it takes to feed 156,000,000 Americans is a tremendous job — done by America's farmers. And getting the food to market is another tremendous job — a great part of which is done by America's railroads.



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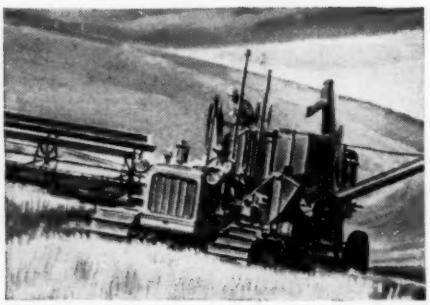
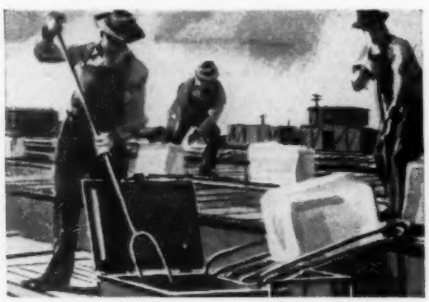
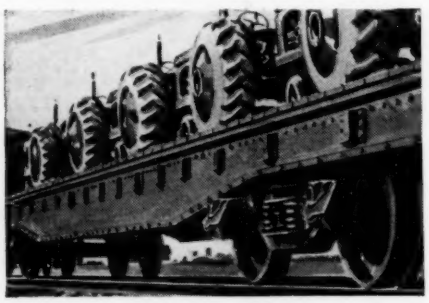


The bread you eat is quite a railroad traveler, too. As big, modern combines harvest the ripening grain, it starts on its railroad trips — from track-side country elevators to terminal storage, and then on to miller, to baker, and finally to you.



And from groves, orchards and fields, sometimes as much as 3,000 miles away, fresh fruits and vegetables move by rail in cars which, depending on the season, may be heated to hold temperatures above freezing or refrigerated to keep foods fresh.



But getting food to market is only part of the railroads' job. The other part is getting to farmers the fertilizer, machinery and supplies they use in raising the volume and variety of good food that is so important to your health and happiness.

For railroad transportation is an essential ingredient in the food you eat — just as the low-cost, economical, mass-transportation service of the railroads is essential to American high-volume production in agriculture and industry . . . even to the existence and operation of other forms of transportation.

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WASHINGTON 6, D. C.

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request.

integrated learning experiences for youngsters. It would make possible a continuous evaluation of materials and methods by both students and the teacher. And it would promote the programs of directive guidance and public relations.—GRACE MICKS, *sixth grade teacher, Highland School, Omaha, Nebr.*

IN RIVERTON, Minn., teacher promotion in grades one, two, and three and four, five, and six is in its third experimental year. The program has shown the following advantages:

[1] Tests reveal that pupils make greater progress in their second and third years with the same teacher than in their first year.

[2] Teacher emphasis is focused on the individual student.

[3] Teachers are familiar with class problems—both in learning situations and social relationships.

[4] Teachers have a greater understanding of the personal equation.

[5] Teachers and pupils are able to engage in long-range planning.

A disadvantage arises if there is a teacher-pupil personality conflict. Such a problem can be remedied by transferring the pupil to another class.—MRS. AINE WATSON, *Independent School District No. 45, Riverton, Minn.*

THIS program has brought excellent results and we will continue to use it.—S. J. GRITTNER, *superintendent, Independent School District No. 45, Riverton, Minn.*

NO. PUPILS need the opportunity to be associated with as many teacher personalities as efficient administration will permit. And all teachers are not equally successful with all age groups.—HERBERT R. SMITH, *head, Mathematics Department, Baltimore Polytechnic Institute, Baltimore.*

NO. I MAINTAIN that the advantages of having a teacher move with his class can be secured by other proper promotional practices. An anecdotal record of a child's classwork, family background, health, personality, and interests can be sent on to the new teacher.

The ideal advantage of having a child under the guidance of one teacher who has observed him all thru school is offset by the advantages of having a child taught by many teachers. All-round development of a child is the important concern. And the child's association with the different personalities, attitudes, and methods of different teachers helps achieve that objective.—HARRY L. KOHN, *Walnut Street School, McKeesport, Pa.*

♦ *A feature on this subject will appear in the* NEA JOURNAL *for January 1953.*

NEA Journal
DECEMBER 1952

The Teacher's Spiritual Influence

THE universal free public school by its very nature is a spiritual enterprise. It concerns itself with all children, regardless of race, creed, or economic condition. It seeks to exemplify good habits and helpful human relations in every study and activity. On a vast scale, it is an expression of the concern which our Judeo-Christian tradition feels for the highest development of all the people. The foundation which the free public school has laid in America has enriched the spiritual life of every church. But we are concerned here not with the school as an institution, but with the teacher as a person.

The position of the teacher is unique. He is employed by society for the guidance and improvement of mankind. His obligation is to truth, to humanity, and to God. His task is to help every one who comes under his care to make the most of himself. This is a spiritual enterprise, and only by thinking of it in spiritual terms can the teacher be worthy of his glorious heritage, which includes all the gifted teachers of ages past. More especially at this season of the year, we think of the Great Teacher whose exemplification of love as the supreme law of life has inspired, guided, comforted, and lifted humanity for generations.

One gains insight into the forces that shape character by searching his own growth to discern what counted most. I shall never forget nor cease to be thankful for the influence of my first real teacher, Jennie Collins, in a one-room Nebraska country school. Mrs. Collins, with three children of her own, was a living spiritual force in that frontier community where formal religious life was little developed. She carefully taught us to love beauty, truth, and right. She opened each school day with something from the Bible, which she recited from memory until we knew by heart such selections as the Ten Commandments, the First and Twenty-Third Psalms, the Lord's Prayer, the Golden Rule, and the Beatitudes. These have remained thru the years as much a part of my mental equipment as the ABCs.

As I call the roll of my teachers in school and college, it is the ones who gave a spiritual emphasis to their lives and work who stand out in memory. Among them were J. W. Searson, who made the beauty of literature an instrument for teaching ethics and human relations; Herbert Brownell, who impressed us with the unity of science and religion in a world of physical and spiritual law and order; F. M. Gregg, who taught us that to grow in body, mind, or spirit, one must form systematic habits of exercise; Edna Bullock, who introduced me to Josiah Royce's *Philosophy of Loyalty*. The moral and intellectual climate of the community depends more on teachers than on any other single group.

The true teacher will seek to see to it that each of his students makes a beginning toward the development of a sound philosophy of life. The awakening of selfhood, the inculcation of ideals, the development of right ambitions and aspirations, which sometimes means the uprooting of wrong ones—these are the concern of the true teacher, who soon learns that his influence and strength grow with use and that his life is worth just the difference it makes in other lives.

We are so surrounded by the fruits of a long tradition that we tend to take our spiritual heritage for granted. But it cannot be taken for granted. It must be established afresh in the lives of each new generation. Bearing directly on this subject, there has just come from the gifted pen of Elton Trueblood a little book which every teacher would do well to read—*Your Other Vocation* [Harper and Brothers, 49 East 33rd Street, New York 16, New York. $1.50]. We might well ponder his closing sentence: "If we try to do a little thing, we shall accomplish essentially nothing. Our only hope lies in making big plans, in undertaking to produce a radical change, in aiming high."

Joy Elmer Morgan, EDITOR

The editor's page

PROVERBS IN A NUTSHELL

- *Where there is no vision, the people perish.* 29:18
- *Righteousness exalteth a nation; but sin is a reproach to any people.* 14:34.
- *Keep thy heart with all diligence; for out of it are the issues of life.* 4:23.
- *A merry heart doeth good like a medicine; but a broken spirit drieth the bones.* 17:22
- *Happy is the man that findeth wisdom, and the man that getteth understanding.* 3:13.
- *As righteousness tendeth to life; so he that pursueth evil pursueth it to his own death.* 11:19
- *Train up a child in the way he should go; and when he is old, he will not depart from it.* 22:6
- *He that keepeth his mouth keepeth his life; but he that openeth wide his lips shall have destruction.* 13:3
- *For wisdom is better than rubies; and all the things that may be desired are not to be compared to it.* 8:11.
- *He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city.* 16:32

Situations of Strength

THE need to learn is the primary need of mankind. Without sound education people can neither get nor keep the things that make civilization. To help people anywhere toward sounder health, finer homes, worthier churches, better government, more productive agriculture, or more efficient industry, it is necessary to free the mind, to inculcate ideals, and to develop skills. The free public school is basic. If "situations of strength" are important in a military sense, they are doubly so in an educational sense, for the struggle which goes on is basically a struggle of ideas which will continue not merely for months or years but for decades and generations. The future of humanity depends on the ability of leaders to capitalize upon the aspirations rather than the fears of the people.

Must We Always Keep Score?

THE following editorial, which appeared some time ago in *The Reporter Dispatch* [White Plains, N. Y.], should be read carefully by all teachers:

> "It isn't whether you win or lose,
> But how you play the game!

"That's what we tell our children. In school, in church, in the theater, and at home we tell them. Personal satisfaction is reward enough, we say. Learn to live for the joy of living, not for the collection of prizes. We say it, we sing it, we preach it. And then. . .

"At ———— Elementary School, just before the Easter holidays, fifth- and sixth-graders gave a square-dance program, with parents and children of other grades as audience. The youngsters wore colorful costumes of Western flair and flavor, and it was as charming and delightful a performance as you're likely to see in a school anywhere. They danced with all the exuberance of healthy childhood, and, obviously, they were having a wonderful time. The audience had fun, too. It was young America, in the best tradition.

"But, at the end, a committee of judges announced the winners. One group of fifth-graders and one of sixth-graders were pronounced 'best.' And the other dancers went away forgetting the fun they'd had, remembering only, 'We lost.'

"And what was really lost was the spirit, the spontaneity, the wholesome pleasure of the whole afternoon—the basic value of a program to which the music, art, English, and physical-education departments had all contributed. All had worked hard, shared, cooperated . . . and a few had been selected 'winners.'

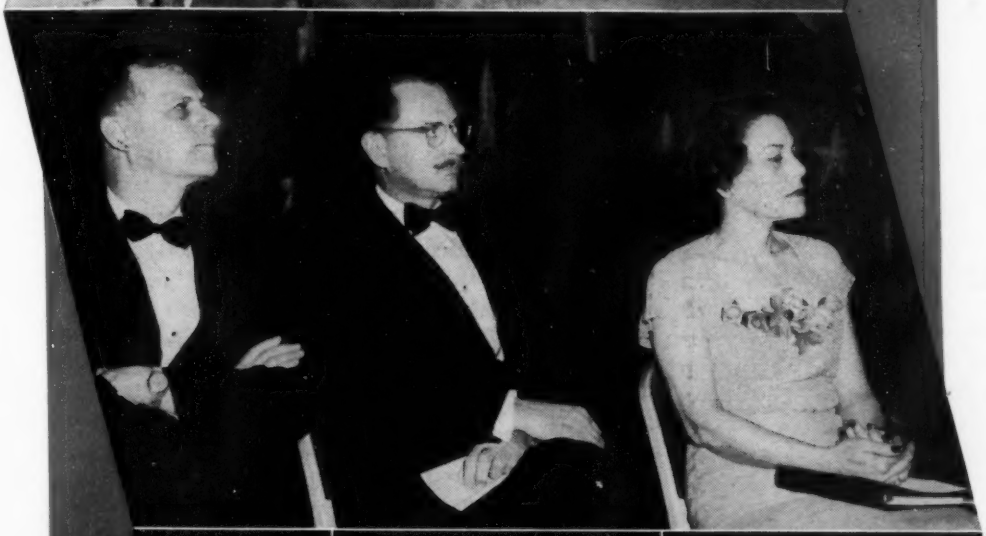
"In that same week at the County Center the third annual area cheerleading contest was held, in the name of recreation and physical education. Groups from 22 schools of the county participated. By the traditional standards of cheerleading, some of these groups went far afield and presented what looked very much like a musical-comedy routine. Each unit performed twice, then waited for the decision of the judges. Tension built up to the point of hysteria, and as winners were announced some youngsters squealed and clapped and grabbed each other in triumph . . . while others slumped in their seats and wept.

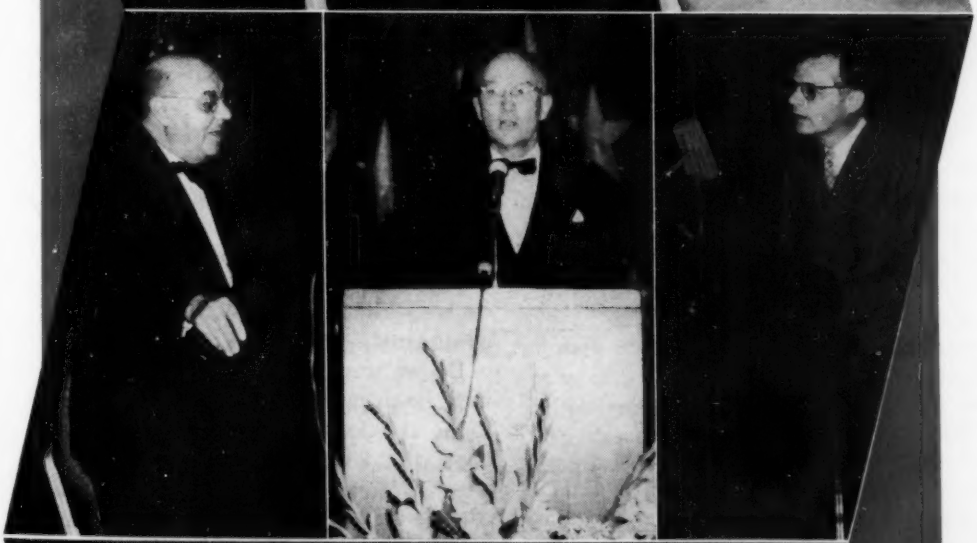
"In defense of this kind of thing, it is said, 'They've got to learn to take it.' But is that what they're learning? Isn't it being made painfully clear to them that the important thing is not how they play the game, but whether they win or lose? If that were not so, there'd be no need to select winners. Each unit would give a demonstration while the others observed. All groups might benefit by comparing and sharing ideas and going home refreshed and with a sense of achievement.

"There's hardly an activity in school in which a child participates that he isn't working toward some prize or reward, trying to beat the others, prove himself better than the rest. It's true that when he finally leaves school and enters the business or professional world he'll find himself working in a competitive atmosphere—but, he'll be far better able to compete successfully if, somewhere along the way, he has developed the habit of doing some things just for the sheer fun of it, regardless of the score.

"An authority in child psychology, speaking to several PTA groups in the city this year, discussed pressures and tensions operating in modern society on adults and on children, too. It seems ironic that our school system, instead of working to counteract those pressures and tensions, in many instances actually helps to create them.

"Have we become a nation so uninspired, so lacking in interest and enthusiasm that we must always work or play for a prize? Can't we ever just relax and play the game without even bothering to keep score?"





HELP WANTED!

—inaugural address of Executive Secretary William G. Carr at the NEA's Educational Conference in Washington, D. C., October 12-13

SERIOUS problems confront our schools. Solution of these problems is necessary to the security and well being of this nation and the world. But neither the teaching profession alone nor the public alone can solve these problems. We must help each other.

I have selected five major problems that cause concern among members of the teaching profession. Let me state these problems and outline some of the alternatives for dealing with them.

What Kind of Teachers for Our Children?

Early in our national history, objectives of schooling were fairly clear. Good behavior was sought thru

Frank Pace, Jr., secretary of the Army, addresses final conference session.

Dr. Carr, US Commissioner of Education Earl J. McGrath [who addressed the conference at its first session], and NEA President Sarah Caldwell listen to speaker.

William F. Russell, president of Teachers College, Columbia University; Henry H. Hill, president of George Peabody College for Teachers; and Dr. Carr deliver their major addresses.

More than 30 correspondents, representing newspapers, magazines, press associations, newsreels, and television, attend Dr. Carr's press conference.

Frank Pace, Jr., *secretary of the Army:* In the rearmament race each step we take in closing the gap is of major importance. But let us not, in seeking this much-to-be-desired goal, let our leadership lag in education. For arms are used by men, tactics developed by men, and the weapons of the future the product of the brain and technical education of men. And what value are arms unless our capacity to use them, or more important, our genius to avoid the necessity of their use, grows and improves?

Earl James McGrath, *US commissioner of education:* The future influence of the teaching profession will be directly proportionate to its ability to continue to increase its own competence and its own unity. We must have ever more teachers who know the nature of American life and who know how to prepare children to live understandingly and thoughtfully. We need a strong professional esprit de corps growing out of the confidence that we are serving the nation well in this day when our free way of life is under attack.

Henry H. Hill, *president, George Peabody College for Teachers, Nashville, Tennessee:* He that would save his life must lose it. What better way than to lose ourselves in the profession whose ideals call for teaching intangible values along with reading, writing, and arithmetic? The scant six billion which the US spends for education will surely count as heavily as the 60 billion we spend for war machines. Our students will man these machines well only to the degree they have the intangible values of character, fortitude, and honor.

William F. Russell, *president, Teachers College, Columbia University:* I am confident that we shall continue to support the United Nations and UNESCO, and our programs of invitations to foreign teachers, foreign aid, and improvement of teaching materials and methods. . . . The US will be stronger and safer if our people know and are known by the rest of the world. . . . We'll be stronger and safer if we work thru the UN than we ever could be alone.

rigorous discipline and savage punishment. Arithmetic, reading, and writing were taught to aid in communication and simple business transactions. Secondary education was intended only for the few who would enter professions.

Today, universal schooling for all persons of elementary- and secondary-school ages is a widely approved goal. Means of making a living are more varied. Vocational success requires longer, and often continuous, training. Social and economic relations are more complex. Effective citizenship imposes stringent demands on the wisdom and loyalty of each individual.

Surely all but the most incorrigible reactionaries will admit that such challenges require new concepts of what makes a good teacher. But agreement in principle leaves many practical questions unanswered. For example:

Do Americans want teachers who can instruct only in the basic tools—the 3 Rs? *Or* do we want teachers who also are competent in other subjects related to modern life?

Is it sufficient that teachers be masters of facts and skills? *Or* do we want teachers who also understand how children grow, how they learn, and what methods of teaching are most effective?

Do we want autocrats at the teacher's desk? *Or* do we want teachers who encourage selfexpression and teamwork?

Do we want teachers who confine their interests to the classroom? *Or* do we want teachers who understand community problems?

Do we want teachers who indoctrinate in prevailing dogmas and opinions? *Or* do we want teachers who have the freedom, courage, knowledge, and impartiality to deal with controversial issues?

I think we might require for every American teacher such basic qualifications as these: thoro general education, special education in teaching technics, lifelong willingness to learn as well as to teach, sharp awareness of individual differences, uncompromising insistence that each student do his best, courage to face the realities of an age of atomic weapons

At left are excerpts from the addresses of the four principal guest speakers at the Educational Conference.

and international tension, unswerving sense of duty to his profession, and loyalty to his country and to the moral and spiritual values which it exemplifies.

We can prepare such a list of qualities and polish the rhetoric until it sparkles. But this will not affect schools by one iota until such teachers are actually in classrooms. That leads us to the second of our five problems.

How Can We Secure Enough Teachers?

The task of securing enough qualified teachers is directly affected by: [a] economic rewards of teaching; [b] competing demands for manpower, both civilian and military; [c] public attitudes toward teaching compared with other occupations; and [d] working conditions, including such matters as stability of employment and opportunities for personal growth.

Altho every public-school teacher must hold a certificate, wide diversity of requirements exists among the states. For highschool teaching 43 states prescribe four years or more of college preparation. For elementary-school teaching only 18 states prescribe four years of college preparation; 21 others prescribe two or three years.

In the early '40s all states relaxed their requirements and issued emergency certificates. Altho these substandard certificates were usually valid for only one year, renewals have been frequent. Most states continue to issue substandard certificates, now chiefly at the elementary-school level.

Public schools employ roughly 900,000 teachers. Each year nearly one-tenth of this total leaves the profession. This loss far exceeds the annual loss of personnel in other professions, where such a loss would be regarded as disastrous.

Let me give you a single example to show what schools are facing. A group of life-insurance companies has recently published an attractive folder entitled *Wanted: Good Teachers To Investigate Better Jobs.* "Many teachers," we read, "find themselves moving in a few years to an income level two, three, or even four times as high *as the maximum* set up under the teachers salary schedule."

At the moment, the teacher-supply problem is most critical in elementary schools. Of 600,000 elementary-school teachers in service, only about 50% have bachelors degrees. An additional third have completed as many as two years of college. The remainder, about 100,000 teachers, lack even half the acceptable minimum preparation. In some states these professionally unqualified persons predominate.

Still another relevant fact comes into view when we examine the growth of school enrolments. Since 1946 the elementary-school population has increased *more than 5,000,000.* This rate of increase will continue. When the 1951 babies enter first grade in 1957, they will set an all-time record for an entering class —nearly 4,000,000.

Highschool enrolment has just begun to increase. The rising tide of new students will begin to flood highschools in about three years. By 1960 highschool enrolment will be 50% greater than during 1930-1945.

These statistics emphasize the importance of answering correctly such questions as these:

Should Americans let the manpower needs of schools drift? *Or* should we deliberately seek to guide more of our best young people toward the teaching profession?

Should we forget professional standards and employ anyone willing "to keep school"? *Or* should professional standards be raised and enforced?

Should we continue to underfinance teachers colleges? *Or* should we make schools for preparing teachers as attractive as other institutions of higher education?

Shall we allow teacher salaries to decline in relation to purchasing power and other occupational groups? *Or* shall we recognize that manpower supply and occupational choices are directly affected by salaries, and that *to attract* and *to hold* enough qualified teachers, salary schedules must be promptly and substantially raised?

Responsibility of Teacher in School and Community

The broadened responsibility of the teacher has met with some public skepticism and even opposition. Is the school supplanting the family, church, and social and civic agencies? Are teachers trying to do too much for children and the community? If so, what activities do the American people want teachers to discontinue?

Teachers want answers to these questions. They have not, as a rule, sought added responsibilities. But if needed child care and community service are not provided in school, teachers have a right to ask who will take on the job.

Teachers have always been expected to take part in certain community activities. In most localities there is probably agreement that teachers should perform duties of citizenship by participating in public affairs. Likewise, it would be generally agreed that if the growing needs of schools are to be met, teachers must help their community understand these needs and meet them.

Beyond these generalizations, many problems arise.

Should the teacher engage in political discussion? Remember that in some communities he risks resentment or reprisal if he does.

Should a teacher openly urge adoption of a needed school-bond issue? Should he support schoolboard candidates known to favor such issues? Should a teacher support school legislation which is a subject of community controversy?

Should a teacher oppose political forces that undermine local health and welfare services for children?

There is no general agreement, either in the profession or among laymen, as to where the teacher's responsibility begins and ends. Insofar as guiding principles can be developed, the citizenry in each community will determine what role the teacher will play.

Another facet of the teacher's role in the community must be considered. A child who completes elementary and secondary school will have spent only about one-fifth of his waking hours in school. He spends about four times as many hours learning from his parents, his church, and his neighborhood.

To be sure, the school is the chief institution organized expressly for educational purposes. Nevertheless, the school cannot succeed brilliantly in teaching civic duties to a child whose parents do not take time to vote intelligently. The school finds it difficult to teach appreciation of good literature to a child whose

home bookshelves are filled with trash. The school cannot as a rule develop selfcontrol and courtesy in a child whose home life is one long series of unrestrained quarrels.

The school has a hard time teaching prudence to a child whose parents fritter away their income. The school works uphill to teach the worth of individual personality to a child from a home where adults display religious and racial prejudices.

Public schools cannot act every part in the complex drama of education. Any attempt to assume such a staggering responsibility would certainly end in frustration. Teachers in the schools need partners in the community.

How Can We Safeguard Teacher Freedom?

Teachers of America are the target of many pressures—from the incidental to the highly organized, from the obvious to the subtle, from the well-intentioned to the malignant.

The Declaration of Independence speaks of "all men"; it makes no exception for members of the teaching profession. Besides, freedom of the teacher is of peculiar importance and value to our society. Teachers teach what they are, as well as what they know.

Let us consider three aspects of the teacher's freedom:

The teacher in the classroom: There appear to be four possible ways to deal with the teacher's freedom, or lack of it, in the classroom.

Solution A—Require all teachers to adopt and promote some one socio-economic-political program. Hitler developed a program of this kind. Russia is doing the same thing today.

Solution B—Allow each teacher to promote his own particular opinions among his pupils. This course would offer freedom to the teacher but block the freedom of the pupils.

Solution C—Keep social issues entirely out of the classroom. Let children grow up without guided experience in considering and resolving issues. If we are to take seriously some of the critics of schools, that is precisely what they want. Would such education be suitable preparation for responsible adult citizenship?

Solution D—Ask each teacher to develop in his pupils the habits of mind of free men. To do this he must maintain a steadfast loyalty to the values and processes of democracy. He will teach his pupils to look at all sides of problems, to examine the assumptions from which discussion proceeds, to acquire exact knowledge, to recognize propaganda, and to develop an even temper in the presence of differences of opinion.

Most citizens, I suppose, will quickly say that they favor the last of these four solutions. But when teachers are made the target of base and baseless charges of disloyalty, will the good citizen *stand by* or *stand aside?*

The teacher as a citizen: There seem to be three ways to deal with the rights of the teacher as a free citizen.

Solution A—Teachers can be forbidden to take an active part in civic affairs. This policy would deprive the teacher of privileges accorded to all other citizens. Can he teach good citizenship if he is not permitted to be a good citizen?

Solution B—Teachers may be permitted to take part only in "safe" civic activities. For example, the teacher can work his head off to collect money for the community chest but should not serve on a slum-clearance committee. He can lead children in a cleanup week but should not lead a movement to increase taxes for a drainage district.

Solution C—Citizens may insist that teachers participate freely and openly in any civic affairs which in-

Choir of the Washington-Lee Highschool [Arlington, Virginia] sings for opening session of conference.

Rex Turner, California Teachers Association president, speaks at one of five group-discussion sessions which considered the questions posed in the inaugural address.

A seven-member panel discussed cooperation between teachers and public. Here are three of the panel members: Frank Blair of National Broadcasting Company; Mrs. Newton P. Leonard, president of National Congress of Parents and Teachers; and Bert Levit of San Francisco Board of Education.

A. C. Flora, chairman of the NEA Board of Trustees, presents the new executive secretary. Sarah Caldwell, NEA president, looks on.

Dr. Flora introduces Mrs. Carr to the audience.

Here are some of the several hundred wellwishers who passed thru the reception line to personally congratulate Dr. Carr.

A cappella choir from Dunbar Highschool [Washington, D. C.] sings for Monday morning session.

terest them. They will not be intimidated. They will behave themselves like any other American citizen and taxpayer. In the classroom, however, they will help students to find facts, weigh issues, make up their own minds.

If an individual citizen believes Solution C is the right one, what is that citizen's duty toward a teacher who is unfairly treated for exercising his rights as a citizen?

The teacher as part of an organized profession: Teachers, like other professional, social, and economic groups, have found it useful to organize. This raises several questions:

Shall teachers as a professional group ally themselves with a particular group in American society? Some teachers say "yes," and affiliate with large labor organizations.

Or, is it better for teachers to organize themselves independently of other segments of American society? Will such independence help the organization to serve all children of all people?

Do people want teachers as a group to be free of alliance with any one political party, any single religious sect, and any particular economic interest?

Teacher's Place in the Conflict of Ideas and Ideals

The central *idea* in the American experiment is that individual man has power to shape his own destiny on earth. The central *ideal* in the American constellation of values is the supreme importance of the individual personality.

We speak of this idea and this ideal as "American." They are indeed the essence of Americanism. But we share them with all free people. They are a common possession of all who inherit the ethics of the Judeo-Christian tradition.

The *idea* of human progress thru freedom and the *ideal* of the primacy of humane values have, in our generation, been subjected to potent attacks. They still are. The conflict pervades human society. It appears most clearly, and dramatically, in the worldwide conflict between communism and democracy.

There can be no question of where American teachers stand in this struggle. Their position was made explicit when the NEA declared that members of the Communist Party are not eligible for membership and are unfit for employment in American schools.

But that is only one aspect of the matter. Within our own nation the democratic ideal is at war with antidemocratic forces on many fronts. Individual man faces a constant struggle to maintain his identity, uphold his personal dignity, and preserve his freedom of action. Totalitarianism exists in the collectivity of men; the supreme values of democracy reside in the individual.

This critical conflict that colors today and casts its shadow on tomorrow is being waged close about us—indeed, even within us. For the struggle between reason and unreason, between hope and despair, between idealism and materialism, is a conflict of man against himself as well as a conflict between persons, groups, or nations.

The place of the teacher in today's conflict of ideas and ideals is to defend freedom with vigor and wisdom. Defense of freedom and humane values is in part a problem of armaments and military strategy, of diplomatic foresight and forensics, of economic production. But beyond these, it remains a problem in education.

This brings us to several questions —questions for which teachers have some answers, but for which they need the answers of the public.

[1] What part should the teacher play in defining social goals for education? In general, society sets the purposes for its schools. But how is the will of society determined? When teachers agree on goals that conflict with prevailing sentiments of the community, how should the curriculum be determined?

Suppose citizens of a community feel it is unpatriotic to teach about the United Nations. Suppose, too, that teachers in that community do not agree. Should they teach that the United Nations does not exist?

[2] If a teacher holds ideas or ideals that conflict with prevailing ideas or ideals of his community, what limitations should he observe in expressing his opinions—in the classroom, in conversation with pupils, in teachers meetings, in civic meetings outside of school hours, in conversation with adult friends?

Would the answers be different for different subjects on which a teacher might hold unpopular opinions—for example, on international relations, economic issues, religion, race relations, politics?

We Bid for Partners

Now, no good purpose is served by minimizing the problems of schools. But it is equally unwise to paint the entire educational picture in black. I have been counting our troubles. Let me also count our blessings.

This country has good schools. Educational opportunity exists, with few exceptions, for everyone. In spite of intimidation, our schools retain their intellectual freedom and honesty. The spirit of schools is profoundly ethical and moral. Schools contribute powerfully to national strength, to international goodwill, to informed citizenship, to health, to happiness. Our schools remain under essentially local control, with programs as varied as the needs and standards of our people.

Much has already been done to help good citizens build good schools. And there is comfort in the remark attributed to President Coolidge: "We cannot do everything at once, but we can do something at once." Perhaps we can summarize what teachers want to say to the public today in an advertisement that might well appear in every US newspaper:

> **HELP WANTED:** Large national enterprise needs partners prepared to invest their time and thought. This enterprise operates in every section of the nation, has one million employes, serves 30 million clients, with more clients coming. Product is essential to national security.
>
> Plans are ready now for needed expansion of plant and modernization of program. Generous compensation and guaranteed dividends, payable on demand in the currency of United States freedom and progress. Partners share fully in control of enterprise. No silent partners wanted.
>
> For details apply at your nearest schoolboard office, PTA, or citizens committee. Act now. Tomorrow may be too late.

As NEA executive secretary, I hereby proclaim that appeal. Teachers of this land want such help, not for themselves alone, but for the youth of our country; not for today alone, but for the future which these young people will inherit. #

I'M FOR the children because they are the best part about teaching. From that first day of school—when they enter the classroom in orderly file with new ribbons or bright ties, their hair brushed, their faces shining with soap and goodwill—they're good, bad, mischievous, noisy, lovable, and interesting. After that first day, of course, if the teacher's back is turned, they enter by jet-propulsion.

One autumn day, Linda comes to my desk, her blue eyes drowned in tears. "My puppy was killed last night," she sobs. "He was so little and cute, and I didn't get to pet him before we went to my grandmother's."

The room grows quiet, because this is a tragedy the children understand. For consolation, Mary invites Linda to her desk for spelling-study; Bobby offers a cooky from his lunchbox. All day they are gentle with Linda, and by afternoon her eyes have regained some of their sparkle.

We have a fire drill. We have talked at length about conduct during fire drills. The class goes out in perfect formation, and I congratulate myself on my influence over these children. I linger a moment before re-entering the building. A queer, loping figure disappears around the corner. I hurry and catch Joe on all fours at the end of the line.

"What does this mean?" I inquire sternly.

"Frank bet me I couldn't do it." I frown. "I won't do it again. Scout honor!" He gives me his most engaging grin, and I just have to grin back.

It is time for the flag salute. The childish voices chant, "I pledge allegiance to the flag of the United States of America. . . ." Memory brings back J. L. and Jon and Billy—they died for the flag on foreign battlefields. The sadness of those unfinished young lives is the more poignant because I remember them as little children.

One of the nicest things about the children is their lack of resentment or prejudice. They get angry, but they forget it in the course of a night. We older people would do well to regain this knack of forgetting.

Bobby and Joe have a terrific fight. They are bloody and grimy and disheveled. The next day Bobby breaks his arm. Joe writes his homework for him every day until his arm is well.

The children have, too, a sense of courtesy that goes deeper than mere politeness. Max asks me a question. I say frankly that I do not know. "Come to my desk," I say, "and we will look in one of the books here."

Max pats me comfortingly. "My mother didn't have much of a chance at an education either," he whispers in my ear.

I spill ink upon my dress; I apologize for my very untidy appearance. Tommy, the son of an immaculate father, rises gallantly to the crisis.

"That's perfectly all right," he assures me. "You should have seen my Daddy when he crawled in bed last night. He was as black as coal."

The children know every little moron joke in existence. The wit sparkles and scintillates. Occasionally, however, no one understands the joke except the teacher. Really, parents should be more careful!

It is November, and we are Pilgrim conscious. We have written a play called "Long, Long Ago." Linda is Priscilla Mullins; Billy is Captain Miles Standish; Sarah, who is plumpish, is chosen for Mistress Brewster. She suspects the reason for this choice and says defiantly, "All right, I will be Mistress Brewster, but I will *not* be over 30 years old."

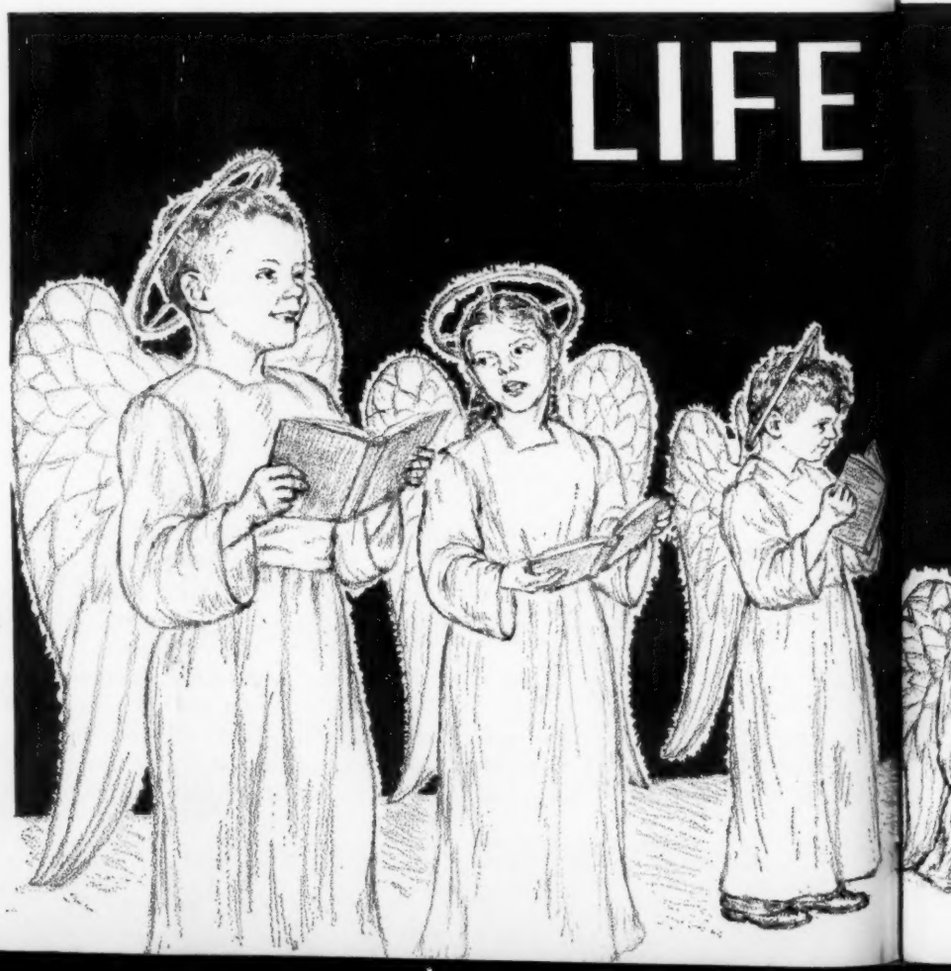
The great day arrives. The curtains open. The Pilgrims are on the deck of the Mayflower. Mistress Brewster does not look a day over 30. Comes the crucial moment when the Pilgrim ladies must be carried up an imaginary beach to set foot on American soil. Everything goes well for the first transits, but when John Alden and Elder Brewster lift Mistress Brewster, they stagger under the load. She falls into the Atlantic with a dull, heavy thud.

Mistress Brewster arises and addresses me indignantly from the stage. "Frank pinched me." The audience howls with delight. They like the play much better this way than the original. But the play must not fold up, so I hastily pull the curtains while Mistress Brewster places herself on the shore. Then the curtains open again, and the play goes on.

On the afternoon before Thanksgiving holidays, the children leave me with gay farewells.

"I hope you have a happy Thanksgiving," says Tommy.

"Have a good time," carols Mary.



Miss Dowling is a teacher at the Norwood Elementary School, Birmingham, Alabama.

At the end of the line comes shy little Kathy. Everything has been said; there is nothing left for her. "Well," she says, giving me a bleak look, "I hope you have a weekend."

And then one day I announce brightly, "Children, Christmas is just around the corner," and they answer just as brightly, "Let's go around the corner."

Christmas! I never understand how the roof stays upon a schoolbuilding those days before the holidays finally arrive. There is enough force to blow the building apart. Such joy, such happiness you do not see unless you are with children. They hang the holly wreaths and put Santa at the door to greet visitors.

All their buoyant spirit and lovable qualities shine forth. They sing carols and assemble the manger scene with tender eyes. They come laden with gifts for the less fortunate.

"Oh," they cry, "it is such fun!"

I read *The Littlest Angel* to them —"the lowly gift of the Littlest Angel was what all men would call forever 'The Shining Star of Bethlehem'!" I look at them, still "trailing clouds of glory," their faces alight, their eyes filled with stars.

February comes. I tell the story of Lincoln's life, and when I reach the tragic end with Mr. Lincoln's assassination, things are tense.

The children want to know where the bullet hit the President. I tell them it was a head wound, I think.

"Yes," Ralph nods wisely, "that's right; I know, because my daddy was there when Lincoln was hit."

"But, Ralph," I demur, "that has been some time ago. Your daddy wasn't born in 1865."

"Oh, I don't know," says Ralph airily, "he's pretty old."

Mrs. Young and Eleanor call on me before school. Eleanor's spelling grades are poor, and Mrs. Young fastens an accusing eye upon me. "I don't understand your grading," says Mrs. Young. "Eleanor only missed one letter in a word, and you gave her nothing for the letters she got right."

One child eats garlic. He and I have a conference. "The children," I tell him, "object to the odor of garlic. Could you not, my dear, on schooldays do without it and indulge on Saturdays and Sundays?"

His lower lip begins to protrude. "That," he objects, "would leave me only two days to eat garlic and five days to do without." I am amazed at his arithmetical acumen. He is not usually so exact.

It is May and rumors are going about that several teachers are engaged. The children are distressed that my name has not been mentioned.

"Why don't you get married?" they inquire with solicitude.

"No one has asked me lately," I answer truthfully.

John, aged nine, rises, places his arm across his waist with courtly gesture, and bows low.

"Marry me," he says, "it would be an honor."

Then he walks right out of the room, grows up, and marries somebody else. So I am jilted again.

It is the last day of school. There is always a sadness in our partings, but the farewells are sweet.

"We wish you were our mother so we wouldn't have to leave you," they say.

Says Becky, "I wish you were my grandmother." I wince—grandmother, indeed! Well, I muse philosophically, after all, *everybody's* getting older.

Yes, I'm for the children. They're the best part about teaching. #

WITH CHILDREN

...best part about teaching, declares

MARIE GLENN DOWLING

One of the joys of Christmastime is the chance to read—or dramatize—*The Littlest Angel *by Charles Tazewell.

DRAWING BY DE GRAFFENRIED LIST

Highschool Extracurriculum Activities Are

Worth the

"WILL you please sponsor the Ad Club this year, Miss Periwinkle?" asks the principal. And what does Miss Periwinkle do? Does she beam happily or does she run and hide in the hall mop closet?

What she does depends largely on whether she thinks extracurriculum activities are worth the effort. Does she understand the values for the students—and for the adviser—that can come from club work? What are those values anyway?

Security

Perhaps the most important value for the student is the feeling of security he gets from belonging to a group. The following typical episode shows the importance to young people of acceptance by their peers:

In a Southern California highschool a counselor summoned a young lady for a conference about some low grades. The girl was most depressed and, shedding many tears, told this story to her sympathetic listener:

"I hate this place! I don't know anybody, and I haven't any friends. You can see from my other highschool record that I made good grades and that I held some important offices. I had all kinds of friends there, and I loved it. I'm not having any fun here. I don't feel that I belong, and I just don't care about anything!"

"How would you like to be on a Girls' League committee so you could get acquainted with some of the other girls?" asked the counselor.

"I'd love it, but I don't think I'll ever get asked."

At the counselor's suggestion the two walked down to the office of the dean of girls. There the girl explained that she was eager to get acquainted with other students and would be glad to help out on any student projects. As a result, the dean introduced her to two student leaders who were working nearby; soon the girl was a valuable committee member of the Girls' League.

About a month later, of her own accord, she went in to see the counselor and said: "I know that people usually come in here when they have a problem, but I just came in to tell you that I'm one of the happiest gals in this school. And just take a look at these grades now!"

"You really are doing all right for yourself, aren't you?" replied the counselor. "Tell me what you've been up to."

"Well, you know I got put on that committee for the Christmas dance. I got to know some kids pretty well then. They liked some of my ideas, so for the all-school party they made me chairman of the program committee. And, well, I guess I'm in now. Anyhow, I know a lot of kids, and I'm having a wonderful time."

"Looks as tho your wonderful time isn't interfering with your grades any."

"Interfering? I really feel like working now. I'm my old self."

Social Growth

Closely related to the security value is that of social growth. Everyone should learn to work with and to get along with other people. And what better situation is there for working with others than an extracurriculum group situation?

If the morale of a club is good (and it's partly the job of the sponsor to help make it so), there are unlimited opportunities for social growth. Members working happily together—sharing responsibilities in a give-and-take situation—grow in cooperation and understanding.

A shy girl in Portland, Oregon, once said, "After listening for a few meetings to the chatter of the more socially-at-ease members of our club, I picked up a bit of sophistication. I now have more poise and can talk to the other kids better when I work on committees with them."

Young people also learn thru social experience and thru the subtle guidance of the activity sponsor the

Miss Bailard is supervisor of counseling and psychological services, Long Beach Public Schools, Long Beach, California.

niceties of giving and attending successful parties. A social affair gives these youngsters the chance to learn the things they may not have had opportunity to learn elsewhere.

Emotional Growth

Emotional growth is another value of club activities. Where is an individual more likely to learn the importance of selfcontrol and acceptable behavior than in working with a group of his fellow students?

Students who are poor sports learn that they cannot gain or maintain the respect of their group with emotionally immature behavior. Because the longing of young people to be accepted by their peers is strong, educators often work thru the student activity program to help students to grow more mature emotionally.

Understanding of Democracy

Extracurriculum organizations provide young people with an excellent laboratory for democratic experiences. Each student has the opportunity to contribute something to the group. Each student has a certain responsibility for the activities of that group. It is thru these group experiences that he learns to live democracy.

Leadership

If a club is an excellent laboratory for practicing democracy, then it follows that a club is a fine place to develop good leaders.

One teacher we know in a Midwest town is a student-council sponsor. As each new president comes along, she has a series of conferences with him to help him do a better job as leader.

First of all, she lets him know that she's all for him, that he's a great guy, and that she's delighted she will be working with him for the coming year.

Second, she reminds him that he is a leader of the whole group—not just his devoted followers. So his decisions must be based on the will of the group. In helping him in his planning, she uses the questioning method so he will think problems thru rather than depend on her for the answers.

Third, she helps him with his diplomacy. She points out the importance of requesting rather than demanding that club members perform certain tasks. She asks him to remember how his own favorite leaders got *him* to work.

Fourth, she helps him to put his intelligence to work by teaching him the importance of careful planning and the wisdom of delegating responsibility.

Finally, she helps him to gain some semblance of poise. She does this by such means as encouraging him in his various efforts, getting him to plan his meetings carefully, teaching him the fundamentals of parliamentary law, and helping him to accept criticism without going to pieces.

This teacher has turned out some splendid leaders and is making a real contribution to her school. She is also realizing many personal satisfactions.

Morale

Do you place a high value on good morale in your school? Club activities can improve any school's morale.

Consider two highschools which are only 150 miles apart. The enrolment is about the same.

The principal of one of the schools doesn't believe in a strong student-activity program. There the only student organizations are the student council, the girls' league, and two athletic clubs. The other school has these organizations plus 12 academic-interest clubs, Y groups, and four other civic-interest groups.

The morale difference in these two schools is apparent to the most casual observer. Why is there a difference? Well, one reason is that most clubs include in their activities some having to do with the general welfare of their schools. Therefore, the more clubs, the greater are the contributions likely to be. The greater the contributions, the better the school morale.

Sponsoring Pays

Faculty members, as well as students, benefit from good school morale. It is much more pleasant to work in a school where the morale is high.

There are other benefits for faculty sponsors, too—whether there is financial compensation for sponsors in your school or not. There are the satisfactions that come from working with enthusiastic young people, the reputation that young people give a good sponsor thruout the school and, finally, the fun of sharing enjoyable experiences with students.

Surely, knowing the values inherent in group work should help all faculty members to be more enthusiastic about a strong student-activity program. They can see that extracurriculum activities are worth the effort. And our Miss Periwinkle may well reply, "Yes indeed, I accept a sponsorship with pleasure." #

Effort

says **VIRGINIA BAILARD**

EVANSTON PHOTOGRAPHIC SERVICE

We get to know Joe

EVERY fall a throng of 12-year-olds comes scrambling up the front steps of Folwell Junior Highschool in Minneapolis, Minnesota. They come—most of them—with books stacked under their arms in a professional manner, with rulers here and there protruding from hip pockets, with great enthusiasm for the adventure of junior highschool.

But some of them seem to come reluctantly, or with foreboding, or with quick steps as tho they want to get to a desk out of the hustle and bustle of junior-highschool life.

When I spot these youngsters, I'm particularly glad that Folwell Junior Highschool has developed a double-period program. For the double-period program enables us to make personal contacts and meet individual needs.

Take the case of Joe, for example. Joe is certainly a normal enough seventh-grader. With that crew cut and with his predilection for polo shirts and bright-colored plaids, he's no different from the rest of the fellows in his class. He's a good citizen, too, and did a fine job in the school patrol in grade school.

Yet I've a hunch that in a regular junior-high program, Joe might have run into trouble. In grade school Joe knew all the teachers in the building. He and his classmates were treated as individuals, and he thrived on it.

But under a traditional junior-high program Joe would have faced the prospect of a different teacher each period. Furthermore, he would have been only one of 200 youngsters passing daily before each of those teachers. This lack of individual attention might have bewildered him and left him without his customary steadiness.

Well, thanks to our double-period program, we've been able to get to know Joe in junior highschool, too. I think we've been able to help him over some rough spots in adjusting to junior high. Most important, we've been able to treat him as an individual. We've made it possible for him to really know at least one of his teachers and for that teacher to really know him.

The Program Itself

Essential feature of the double-period program is that certain teachers are assigned the responsibility of getting to know and understand the incoming seventh-graders. Each one of these teachers teaches both English and social studies, with the result that seventh-graders are in the classrooms of one teacher for a double period. Seventh-graders have other teachers for only a single period.

The double-period program thus provides a bridge between the elementary-school program where one teacher handles all subjects taken by a student and the traditional junior-high program where a different teacher handles each subject taken by a student. The pattern becomes clearer when we present the programs in tabular form:

DOUBLE-PERIOD JUNIOR-HIGH PROGRAM

Teacher A { English / Social studies }
Teacher B—Arithmetic
Teacher C—Science
Teacher D—Music, Art
Teacher E—Physical education

ELEMENTARY-SCHOOL PROGRAM

Teacher A { English / Social studies / Arithmetic / Science / Music, Art / Physical education }

TRADITIONAL JUNIOR-HIGH PROGRAM

Teacher A—English
Teacher B—Social studies
Teacher C—Arithmetic
Teacher D—Science
Teacher E—Music, Art
Teacher F—Physical education

In the elementary-school program the teacher works with about 35 youngsters. The teacher has these youngsters for a full day and is able to get to know them fairly well.

In the traditional junior-high program the teacher has some 200 students, each one of them for only an hour a day. It's impossible for the teacher to get acquainted with all.

In our double-period program a teacher of double periods works with about 70 students and has each of them for two periods. With additional time for individual counseling, these teachers can really know their 70 children.

Folwell Junior High operates on a classday of six periods plus a homeroom. With a secondary teacher's work day defined as five hours of instruction, the single-period teachers have a homeroom, five class-teaching periods, and a period for preparation.

The double-period teachers have one double-period class in the forenoon, one in the afternoon. Each of these teachers directs a once-a-week folk-dancing session for each of his groups. The homeroom becomes a record room the first thing in the morning. The group which the double-period teacher has in the forenoon is the group which reports in the morning for homeroom.

Mr. Keck is principal, Folwell Junior Highschool, Minneapolis, Minnesota.

in our double-period program at Folwell Junior Highschool in Minneapolis.

These teachers devote their fifth hour of instruction to three types of activities: guidance conferences with students; conferences with parents; and weekly meetings with other double-period teachers.

The double-period teacher keeps a folder of personal information concerning each of his 70 students. He meets with each of these youngsters and with one or both parents at least once a year. Sometimes more conferences are necessary.

The following tables compare the programs and pupil loads (figuring an average of 35 students to a class) of single-period and double-period teachers:

SINGLE-PERIOD TEACHER

Homeroom	35 pupils
1 period (class)	35 pupils
1 period (class)	35 pupils
1 period (class)	35 pupils
1 period (class)	35 pupils
1 period (class)	35 pupils
1 period (preparation)	
6 periods	210 pupils

DOUBLE-PERIOD TEACHER

Direction of folk dancing (two periods per week)		
2 periods	English and Social studies	35 pupils
2 periods	English and Social studies	35 pupils
1 period	a. pupil guidance b. parent conferences c. teacher meetings	
1 period (preparation)		
6 periods		70 pupils

Major Advantages

We think the double-period program has these important values:

[1] The teacher has fewer students and is associated with them for a longer period of time each day than would otherwise be the case.

[2] The teacher is provided with time and space in which to counsel students.

[3] The teacher is provided with time and space in which to hold conferences with parents.

[4] At least one teacher in the school gets to know and understand each individual student. No youngster remains semi-anonymous.

[5] Each double-period group has one social hour per week at which students gain poise and confidence.

[6] The double-period block of time makes field trips possible.

[7] The double-period block of time permits greater use of films, recordings, interview assignments, adult speakers, and other technics for extending the experiences of youth.

[8] The double period encourages units of instruction which are centered around areas of study important to students. This intensifies the value of school in the eyes of students.

[9] The double-period class provides greater opportunities for all youngsters to take part in class activities, share in responsibilities, and be respected as individuals. There are more chances for experience in gathering facts, evaluating evidence, and compiling group reports.

Emotional Adjustment

One of the reasons for adopting the double-period program was realization that most school discipline problems are the result of emotional problems among students. Much of the illness that develops during the day; most of the truancy and unnecessary absences; much of the negativism, antagonism, and resentment among youth—stem from feelings of insecurity and other emotional difficulties of young people.

What *are* the basic emotional needs of people? Louis E. Raths feels that every individual has the following needs: to feel that one belongs, to feel that one is achieving, to feel economically secure, to have relative freedom from fear, to have love and affection, to have relative freedom from guilt, to have opportunities to share, and to have knowledge and understanding of one's world.

MALCOLM B. KECK

For Better Learning

EXPERIENCE and research tell us that children learn best when—
[1] They are healthy.
[2] They are happy and secure.
[3] They come from good homes.
[4] They participate.
[5] They assume responsibilities.
[6] They are respected as individuals.
[7] They gain new experiences thru such aids as films and recordings.
[8] They share their ideas and experiences.
[9] They have opportunities to interpret their experiences.
[10] They study topics which seem vital to them.
[11] They find subjectmatter integrated and correlated.
[12] They have understanding and welltrained teachers.

—MALCOLM B. KECK.

Because of our double-period program, we are better able to meet these needs. The results of the program during its six years of operation show these gains:

Attendance has improved. Truancy has almost disappeared. The number of students who become ill during the day is greatly reduced.

Less than half as many students receive poor citizenship ratings from teachers as formerly did. Student difficulties with substitute teachers have almost disappeared. Less than one-third as many students are sent to the principal as a result of student-teacher conflicts.

All students are taking a more active part in the work of their class. The number of books checked out from the library has increased almost 70%—indicating that classwork has stimulated reading. Standardized tests indicate that when students leave Folwell, they are, on the average, accelerated about one year in achievement in fundamental skills.

We hope that when Joe leaves Folwell Junior Highschool he, too, will have made strong gains physically, socially, and scholastically. We think that the double-period program will have helped him to adjust to junior highschool. And we think that if he does have any difficulties, we will be well enough acquainted with him to give him the needed assistance. That's the advantage of our getting to know Joe. #

Hold that line!

The best way to get and keep good teachers is to maintain high standards, says

JOHN L. BRACKEN

THIS morning a neighboring superintendent called me about a young woman whom I know. The superintendent needed a kindergarten teacher—as who doesn't these days? When I spoke well of the young woman, the superintendent commented, "She has only 12 hours in education, but I can get her a temporary certificate."

A year or so ago, a different superintendent called me about his troubles. "You have something to do with teacher education, don't you, John?" When I admitted to some concern in the area he added, "Well, I wish you'd do something about this: I've been hiring teachers whose credits are in excellent order but who just aren't teachers."

One superintendent, desperate for a sorely needed teacher, was willing to employ a seemingly desirable candidate regardless of her lack of professional education. The other superintendent was sticking close to the rules and was still disappointed.

Maintaining High Standards

What does this mean? Are we going back to the antiquated belief that "anyone can teach school"? Are we losing confidence in the teacher education which professional credits represent?

We may be tempted to do so. But certainly we must not yield to this temptation to relax teacher standards. Tho there may be individual exceptions, working conditions for teachers are best in those states and regions where teacher standards are highest.

The argument goes on as to which came first—the chicken or the egg. The economic prosperity of a given area may be either the chicken or the egg as far as good schools are concerned. But members of the teaching profession profoundly believe that the best way to get good teachers, enough teachers, and teachers who will be appropriately compensated by the communities they serve is to work for higher standards for new teachers.

Today, with youngsters jamming the schools, business and industry are outbidding education for potential teachers. Decreasing numbers of young people are enroling in courses leading to the great adventure of teaching. The sob story about "poor, downtrodden teachers" is apparently paying off in different coin than was anticipated.

But where do we go from here?

The NEA pointed the way at its Detroit convention this summer. By a unanimous vote, the Representative Assembly put the members of the organized teaching profession squarely behind the proposal for establishing a National Council for Accreditation of Teacher Education.

Purpose of the NCATE [which aims to begin accrediting institutions July 1, 1954] is to develop and apply valid standards for schools which prepare teachers. More than 1200 institutions of higher learning engage in some form of teacher education. Yet, save for such assistance as state certification agencies can provide, fewer than 275 of these schools are subject to professional appraisal.

The work of the NCATE will be confined to developing valid criteria for teacher education, publishing these criteria widely, and establishing lists of institutions which meet the criteria. When the NCATE is organized for effective field work, it is assumed that schools with teacher-preparation programs will request approval of their programs. Furthermore, it is hoped that all areas of the nation will recognize the credits and degrees of schools which meet the standards cooperatively developed under NCATE leadership.

Action at Local Level

All this means that the teaching profession is coming of age. We believe that the NCATE—with its wide representation of teacher-preparing institutions, teacher-employing agencies, and the profession itself—will help to raise teacher standards.

Holding the line against efforts to lower teacher standards does not begin in the classroom. We cannot waste time treating symptoms. The teaching profession gives solid support to the belief that the best way to hold the line is to take steps to get better people to hold it.

We recite glibly the statistics which deal with our national shortage of teachers, at the moment particularly serious on the elementary-school level. But this only dodges the issue. This only imbeds us in a situation so large that individual responsibility is lost.

Our national teacher shortage is made up of countless local shortages of teachers. And these local shortages can be finally met only by action on the local level. Each community must hold the line for higher teacher standards.

The over-all picture has bright spots. This fall, for example, four young people returned to one small, hometown community to begin teaching careers. Guided by the example and encouragement of their teachers, these young people had left their homes to attend teacher-preparing institutions. Now, attracted by the professional spirit of the local school system, the young people have returned to make their contribution to the community.

The National Council for Accreditation of Teacher Education will help provide for young Americans the kind of teachers they need. And vigorous action on the local level will maintain and raise the teacher standards in individual communities.

That is holding the line—and more! #

Dr. Bracken is superintendent of schools, Clayton, Missouri. In August he was elected chairman of the NEA National Commission on Teacher Education and Professional Standards.

"Look what I found, Teacher!"

A lively interest in birds can be a stimulus to the child's creative abilities in art, music, poetry, and writing.

META T. SHAFFER

FROM outside the classroom came a highpitched hum as the blustery wind whipped around the corner of the schoolbuilding. Inside, red-faced youngsters tugged scarves from their necks, pulled snow-flecked mittens from their hands, and stamped their boots. It was the season of mud, slush, and sniffles.

"Look what I found, Teacher," called one of my second-graders. He brought to my desk a hummingbird nest. It was a perfect specimen, so firmly fastened in the fork of a slender branch that not even winter storms had dislodged it.

Frost-nipped ears and runny noses were forgotten as we excitedly bent over the intricately woven nest. With awe, we peered into the tiny cavity and touched the delicate spider silk which lined it. Once again our year-round hobby of bird study gave us a spiritual lift.

Bird study can be a stimulus to the child's creative abilities in art, music, poetry, and writing. And this inexpensive hobby is limited to no age, nor to any month or season. Tho we have fewer species with us in the winter, that only simplifies the problem of classification.

Each spring our class takes bird hikes in order to identify the returning birds. In the fall we again tramp down the road, across the fields, and thru the orchards—this time eager to spot bird nests which we can add to our collection.

But our interest in birds extends beyond the group hikes of spring and fall.

On a bright September morning a fourth-grader has spotted a goldfinch family in the nearby orchard. We set out after school to find the nest which we'll add to our collection when the birds have moved onward.

On a frosty morning in midwinter a first-grader races in to tell us about the amazing red bird he saw against the snow. That morning we find a picture of the bird and learn why he is called a cardinal.

In the summer one of our youngsters grows sunflowers, harvesting the seeds he'll share with the nuthatches and chickadees who visit his wintertime feeding station. On winter evenings many of our youngsters build birdhouses for the bluebirds and house wrens who will soon be with us. And in the spring all of us look and listen sharply as we walk to school, eager to be the first to report the arrival of a robin, a catbird, or a thrasher.

With eyes and ears attuned to birds, we find much that prompts investigation and selfexpression. And we continually grow in knowledge and appreciation of nature. #

Mrs. Shaffer teaches at the Union Elementary School of the Bedford School District, Imler, Pennsylvania.

I-C-E

THERE came unto me privily a Schoolteacher. And she was so young that the iridescence was still on her wings. But her eyes were red and swollen. Yea, she told me a long story and the burden of it was Discouragement.

And she said, I explain things an hundred times, but my pupils gaze into space and forget what manner of thing I essayed to teach. I am discomforted and fain would leave the thankless profession. But first, I would know why thou art never disquieted.

And I laughed her to scorn, saying, Alas, I have often thought I cultivated a field which yielded no harvest. And once I sat even as thou sittest. And it was at the beginning of a new term. And I did grieve because the day's reward seemed nothing more than a collection of marbles, pistols, and bubble-gum.

And as I considered these things, a knock sounded upon the door. And straightway there entered the mother of a little lad named Harry. Now Harry had been my pupil of the year before. Hence was I astonished to hear the trembling voice of his mother, saying, I would thou hadst been here when my Harry had to go.

And with 'a sudden premonition in mine heart I implored, Explain thyself quickly.

And the poor woman said, Harry is dead. And thou wast his teacher. There are things the telling of which might keep mine heart from breaking.

Then she twisted her hands in grief and added, Thou wilt never know what comfort thy spelling lessons had for a dying lad.

Now was I truly astonished. And she spake on, saying, To others it would seem a slight thing. Yet always did my boy esteem it a thing of great worth to be able to spell the word, Ice. Yea, during his last sickness when the fever raced higher, he did crave ice continually. Yet not once did he say the word. Instead, he would spell it over and over thus: I-C-E, Mother, please more I-C-E.

Now at these words I did feel a lump within my throat. And I replied, Verily, I have no remembrance of the teaching of such a word.

But the mother contended, Thou didst even more. Thou didst draw on the blackboard a block like unto ice and color it a snowy white. And thou didst inscribe the name thereon. Then did Harry and the other little ones make a game of it, shivering and spelling, I-C-E.

This unburdening of the mother's heart did leave her comforted. And her testimony created for me a memory which shall ever be a sweet and holy joy.

Now when my story was ended, the Young Teacher arose. And her eyes gleamed with unshed tears. And she went her way saying, If ever I be discouraged again, then shall I remember thy little witness spelling, I-C-E.

—ALICE LEE HUMPHREYS, Heaven in My Hand [*John Knox Press, Richmond, Virginia*].

Teaching English to Superior Students

requires a flexible program and an ingenious teacher.

MARION C. SHERIDAN

BECAUSE English is a broad subject, it offers the ingenious teacher many opportunities to reach and develop our superior students. By means of the four related areas of English—reading, writing, listening, and speaking—the teacher can stimulate superior students to greater effort, exploration, stretching (much of it on tiptoe), and achievement.

Motivation of the study of English with breadth and depth in thinking and feeling is a kind of strategy, in which oblique teaching is important. Such a program for superior students requires not the double-clock action of a Shakesperian play but myriad-clock action. Many kinds of activity must be brought into a pattern and unified thru the wisdom of the English teacher.

The teacher should always remember that superior students can take hints. They can do more than a circumscribed lesson for the next day. Each lesson, therefore, should have a kind of "fringe." Like Emerson's concentric circles—"around every circle another can be drawn"—each lesson can inspire infinite projects and study for the student.

Of course, to reach the intellect and the emotions, the class in English must first provide such basic tools as reading skills, mechanics of writing and speaking, and technics of listening. Inseparable from these fundamentals are such details as knowledge of the use of the dictionary, pocket and unabridged; of handbooks; of the library; of some literary terms; of some books; and of how the English language works.

Independent Reading

Independent reading should be one of the many activities stimulated by the English class. One method of carrying on an independent reading program that I have found successful is to have students plan their own individual lists of books to be read. Students choose their own books, representing all types of literature, after a class discussion of book lists, a short talk by our librarian, and a browsing thru the library.

In other words, students make a kind of contract for a year's reading. Each list, placed in a cumulative reading record, is stamped when a student has read books he contracted to read.

Each day in class there is likely to be incidental comment arising from someone's reading. Varied as individual tastes are, someone has usually read a book bearing on the lesson. Students themselves have introduced into class discussions Emerson's essays, *Green Mansions, The Captain from Connecticut, Moby Dick, The Cruel Sea, The Caine Mutiny, The Old Man and the Sea,* and books by John Gunther.

Questions are constantly asked about books. "Do you think I should substitute *Conquistador* for Joanna Colcord's *Roll and Go?*" "How about *Alice in Wonderland?*" One senior started the year with unbounded admiration for the style of A. J. Cronin, while others talked seriously about the importance of the Bible and of Boswell's *Life of Johnson,* no one of which had been mentioned by the teacher.

Creative Writing

Independent reading is one outlet for the mental energy of the superior student; he also needs activities which involve *creative expression.* He requires activities which will give him an opportunity to utilize his interests and originality.

There are endless calls for students' creative efforts. The school literary magazine needs a staff and stories, poems, and nonfictional prose. The school newspaper requires editors and reporters. Students wish to participate in such contests as those of *Scholastic* and the *Atlantic.*

These extracurriculum outlets might well be discussed and encouraged in the English class. The teacher can publicize worthwhile literary contests and perhaps allow some time during regular class period for contest work.

The teacher can also devote time to literary technics. Constant writing accompanied by discussion and conferences may focus on the effect of words and word order. The study of literature increases sensitiveness.

Mass Media

A major activity successful in introducing students to each other, to their teacher, and to English is a unit on mass media of communication. Such a unit in one of my classes grew out of a request that the students write on their idea of a good time. The subject amused and challenged them. They decided that mass media were a source of "a good time."

The central issues we raised for study were: masses reached; methods of reaching them; responsibilities of editors, radio-station managers, and others reaching the people thru mass media; consequent dangers (e.g., libel); responsibilities of each individual for influencing and improving the media. The need for the printed word, the effectiveness of

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various media, and their relationships were also key topics for discussion.

Dale's *How To Read a Newspaper* served as a springboard for the discussion of media and for further reading. James Playsted Woods' *Magazines in the United States* was discussed. Clippings were brought in. Students began to realize the meaning of mass media. They began to realize that people are bombarded by mass media—trade papers, labor papers, house organs, all kinds of papers and magazines.

Advertisements in the *New York Times* on the first day of Newspaper Week indicated millions of readers of several weeklies and 250,000 more readers for issues of a monthly magazine in the summer of 1952 than the summer before.

A newswriter addressed the group, and the students plied him with questions—intelligent questions.

An editorial for Newspaper Week gave the freedom of the press as 163 years old. The question was raised, "Is it then recent or old?" In relation to the *Odyssey* it is very recent. (Some who had not read the *Odyssey* plan to do so now.)

The students were excited over the story of John Peter Zenger, whose trial established the principle of freedom of the press. An 11-minute film about Zenger, *The Story That Couldn't Be Printed*, was especially interesting to the students.

Evaluation

At times during the unit it almost seemed possible to see students grow, to see them awaken to the significance of words in print, words over the air, words in their relation to pictures in communicating and in influencing individuals or masses. A critical attitude and a sense of values began to appear.

The unit was a kind of orientation and led into many other units. It indicated the role of words in the world: spoken, written, pictured; straightforward, slanted; words to express the imagination, to state opinions, to state facts; words to fool and deceive.

Other units were suggested as students revealed interest in or knowledge of other fields. The mass-media unit proved to be an excellent kick-off unit.

Superior students help in evaluation of their own growth, which can be measured in many different ways. Measurement may be made by judging the way students conduct meetings, participate in panel discussions, act, speak in public or over the radio. Essay tests, too, can be challenging and stimulating for superior students.

Different units will suggest different and unusual ways of testing. A test on the unit on mass media, for example, might be the planning of a picture for a newspaper, a picture that thru placards, properties, and activity could tell a story.

Perhaps the best measurement of the students' growth and response to an enriched English program is the interest and enthusiasm with which they attack and go on beyond exacting assignments.

If a democracy looks for survival to the maximum service of each individual, the abilities and talents of all students must be encouraged and developed. To overlook the possibilities of the thinking and feeling of students with superior ability is certainly, as Thoreau said, to kill time and thereby perhaps to injure eternity. #

To Do Their Job Well

MODERN schools can do their job well only if . . .

Everyone has a chance to test for himself what is important and what isn't.

Boys and girls learn by making choices and seeing how they work.

Youngsters have a chance to think and talk about our social structure and decide how it may be improved.

The curriculum—what boys and girls do in school—has meaning and significance for the youngsters.

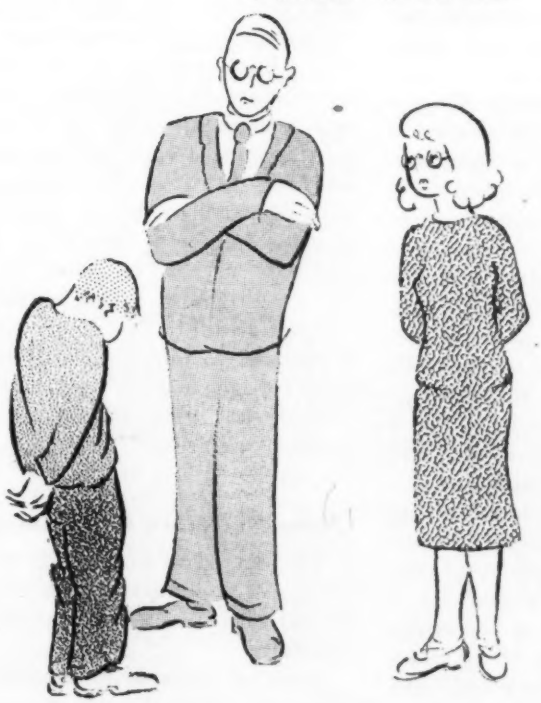
All community agencies, including our homes and schools, work together for better education.

There is mutual respect and confidence as we work together to improve our schools.

State and federal aid goes to communities which cannot pay for good schools.

—A statement by the Association for Supervision and Curriculum Development, a department of the National Education Association.

STAR PUPIL



Elmer had talent.
He
Was the star
Musician,
Journalist,
Athlete,
And
Honor student.
Elmer could hit a knothole with a bean shooter 99 times out of 100 at 25 paces.
Only
Elmer
Seldom
Shot
At
Knotholes.
Clementine
Was called
To the office
TOO!

Written and drawn by Ellen Shuart, Oak Park, Ill.; Ruth Danielson Davis, Madison, Wis.; and Marjorie Kircher, New York.

The Challenge of Change

in school-staff relationships

GERHARDT E. RAST

CHANGES are taking place today in the concept, organization, and conduct of staff relationships in schools. This is particularly true of administrative-staff relationships. Confusions, discomfort, and uncertainty concerning the emerging relationships are the necessary concomitants of these changes. Yet they represent challenges to the initiative, the intelligence, and the inventiveness of all who work in the schools.

Superintendents Study Their Jobs

Seventy school systems in the New York metropolitan area held membership in the Metropolitan School Study Council during 1950-51. The superintendents of the council schools, during the winter and spring of that year, were concerned with the question of identification of the subtle and often nebulous changes occurring in school administration. They were interested also in the discovery and exchange of timely and satisfactory solutions to the problems resulting from change.

The method of the study—the visiting team approach—represented a distinct departure from the customary interview or questionnaire technics. Five council communities formed a team with three people—a layman, a board member, and the superintendent of schools—representing each community.

One day was devoted to the visit of each community. The visits followed the pattern outlined in a guide prepared for the study and were concerned mostly with the discovery and exchange of outstanding administrative practices, the identification of new problems, and the search for solutions to them.

One of the outcomes of the study was a classification table of all practices and problems discussed and recorded at team meetings. The table contained 1663 items, and it is significant here to note that the largest grouping of practices and problems, 433 or 26%, was found in the "staff" classification. And so, altho the study's primary purpose was to analyze the changing character of the superintendent's job, the findings shed some light also on the emerging character of the teacher's job as it appears in changing working conditions, responsibilities, and relationships.

Dr. Rast is superintendent of schools, Westport, Connecticut.

Improvement of Working Conditions

Teachers and administrators in council communities have developed many practices to improve working conditions and staff morale. Concern for people's emotions, drives, and abilities is evidenced by arrangements which: [1] give recognition to individual or group achievement; [2] provide for social contact of board, administrative and teacher groups; [3] dispel insecurity by orientation procedures and inservice-growth programs for new and continuing teachers; [4] invite teacher participation in the formulation of general school policies; [5] give teachers the feeling of "belonging" in school and community life.

Attempts are made to improve working conditions by: [1] equalization of work loads; [2] provision of clerical help; [3] provision of specialized services to assist teachers; [4] employment of a numerically adequate staff to avoid excessive class loads and to make possible released time for curriculum study and other educational tasks; and [5] adherence to the "open-door" policy of administrators.

More and More Communications

The fact that good staff relationships are dependent upon adequate communication is recognized quite generally.

Some of the specific measures for obtaining mutual understanding of program, needs, and problems are: staff councils representing all groups of the staff; intra-mural newsletters; regularly scheduled meetings of committees and groups; distribution of minutes of meetings; attendance of staff members at board meetings; publication of a yearly calendar of all regularly scheduled meetings; handbooks for individual buildings and for the system; orientation packets; local workshops; provision for visiting days within the school system; and vertical study committees representing all levels of the system.

Broadened Base of Responsibility

The teacher is no longer limited in his responsibility to the classroom and prescribed courses of study. Unity without uniformity in classroom procedures is encouraged by teacher participation in the development of common objectives, with freedom to exercise initiative and inventiveness in their execution and in evaluation.

Teachers in some school systems have responsibilities once considered the private preserve of the administrator. They assist in the appointment of new staff members, including the new superintendent in one case. They serve on personnel policies and grievance committees; plan programs of inservice training; take responsibility for the induction of new teachers; cooperate with the administration on teacher evaluation; and help other teachers who are having difficulties.

They also assist in the planning of new buildings; attend board meetings; select books and supplies and in one case actually purchase their own materials under a coordinated plan; assist in the establishment of administrative policy; and are key people in the public-relations program. Lest there be a threat of anarchy in the dispersion of responsibility, some school systems are formulating an over-all plan of organization and administration which defines relationships and responsibilities.

These and other specific practices and problems identified in the MSSC study indicate that school systems are working to meet the challenge of change in staff relationships. The true significance of this effort lies in its tie to the Hebraic-Christian tradition of confidence in the worth and power of individual persons and in its emphasis on personal feelings of selfrespect and productivity in relation to a worthy goal. #

Bursting at the Seams

PLANS are underway for an enlarged NEA center in the nation's capital. A $5 million building-fund campaign has been launched to finance the project, which is a part of the Centennial Action Program 1951-57. Goal 3 of the CAP calls for a *larger and more effective National Education Association.* NEA having long since outgrown its headquarters, such a building project is inevitable.

The campaign has been announced in an official letter from President Sarah C. Caldwell and Executive Secretary William G. Carr to officers of local, state, and national associations. The letter follows:

"Four million visitors come to Washington each year. Thousands of teachers and guests from home and abroad visit the headquarters of the National Education Association. From our visitors, officers, and staff come expressions of urgent need for additional office and working space for your NEA.

"The activities of the Association are now housed in six different buildings—the old Guggenheim residence, a hotel, a converted dwelling, a converted garage, a converted warehouse, and an office building. Communications and contacts among the staff are difficult. The ever-increasing services of the Association to its members are greatly impeded.

"For many years the staff has been using facilities far below the ordinary standards. Crowding, poor lighting, poor ventilation, and similar difficulties have become commonplace. Our buildings are adequate for 200 employes. Today, however, the headquarters staff exceeds 500.

"There are approximately one million teachers in the United States today. In a few years, because of the expanding school plants all over our nation, this number will exceed a million and one-half. In order to provide adequate service to a vastly increased membership, NEA facilities must grow with the profession.

"By unanimous decision, the NEA Board of Trustees, Executive Committee, and Board of Directors have launched a campaign to raise a $5 million building fund. This forward step is testimony of the faith of your officers in our NEA's future. . . .

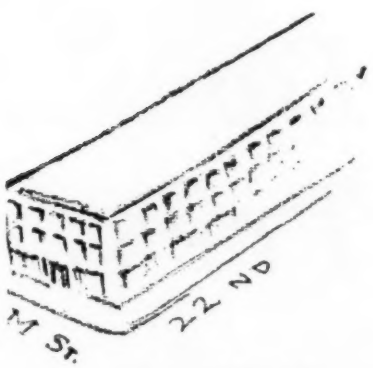
"Every member, every local association, and every state association will have an opportunity to share in the fulfilment of this important undertaking."

The Association moved its headquarters to Washington in 1917. Since then it has grown steadily toward the goal of "100% enlistment in local, state, and national associations, with every teacher at work on the problems of the profession and the community."

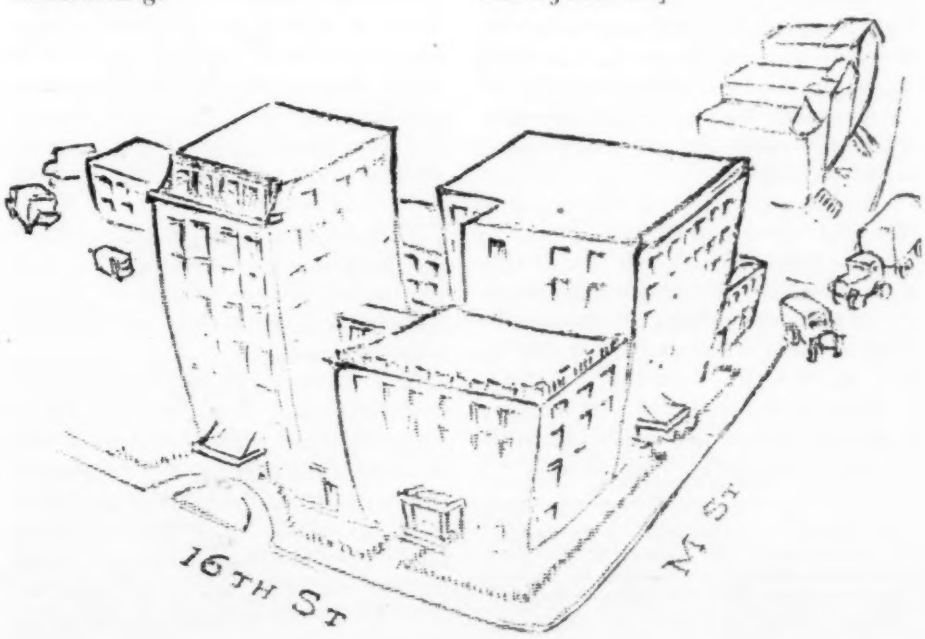
The Guggenheim residence at 1201 Sixteenth Street Northwest was purchased in 1919. The Association staff was moved into it in 1920. By 1930 it was necessary to build an additional office building. By 1940 this had been outgrown, and additional space was required; adjacent property was purchased on M Street. In 1950 the Association bought the stock of the corporation which owns the Martinique Hotel next door. This year it has bought the property at 2201 M Street, which was formerly owned by the *United States News.*

Thus Association offices are scattered, and they are also crowded. For several years the feeling has been growing among its leaders that the Association should face anew its housing needs in the light of the larger place which our profession has come to occupy in the life of our country and of the world. #

[*Additional details about the Association's building-fund campaign will appear in an early issue of the* NEA JOURNAL.]



The NEA announces a building-fund campaign.



Abuelita

THE fourth grade was discussing the Christmas holidays.

"This is my Abuelita," said Nancy, pointing with pride to a large Mexican doll. "My Aunt Lucy, *'Tía Lucía,'* gave her to me. She is wax. See how beautiful her hands are? The shawl is called a *rebozo*. This chair is handmade too. *Silla*, it is called."

"What language is that?" Fred asked.

"Spanish," Nancy continued. "Don't you just love my *Abuelita*? That means little grandmother."

"I got a Christmas card in Spanish," volunteered Joe.

"Did you bring it?" asked several children at once.

"Yes, of course. *Felices pascuas y próspero año nuevo*. My sister told me how to say it. The card is postmarked San Jose. *José*—that's my name in Spanish. *San* means saint."

"Well, you're no saint," retorted Joe's friend, Henry.

"My name is *María*," said Mary. "My brother can speak Spanish, and he knows a song that says, 'At the gates of Heaven they are selling shoes for the little angels that go barefoot.'

"A las puertas del cielo venden zapatos para los angelitos que andan descalzos," sang Mary.

"Oh, that's pretty. Sing it again," the group urged.

Mary repeated the song with delight, and several of the children hummed the tune with her.

"I would like to learn Spanish. Can you talk in Spanish, Mrs. Brown?" one child asked.

"Un poco," laughed the teacher. "Several of you already seem to know quite a bit. If you would like to learn more, we can try a conversation soon and perhaps invite some of your friends who speak Spanish to visit us."

From beginnings such as this, many boys and girls in elementary schools are now learning or expressing a desire to learn a second language. Frequently, study of home, school, and community life in other lands leads to discussions and activities involving foreign songs, names, dances, games, and common expressions of greeting and courtesy.

In Seattle, Washington, for example, the third grades use a supplementary reader which contains well over 100 Spanish words. Children like the sound of the strange words and quickly learn to say them correctly. No special time is set aside for Spanish, but several teachers have been alert to correlate Spanish with English language arts, social studies, music, art, physical education, number work, and recreational activities.

Parents have been enthusiastic from the beginning and have requested an extension of second-language learning to other grades or other schools. Two years ago, when informal instruction in Spanish had extended to 50 elementary schools, a continuing informal program was planned for the junior-high grades.

In Louisiana, French was brought into the curriculum as an enrichment experience in selected elementary schools in 1950-51. It was carefully integrated with regular classroom activities with the twofold purpose of developing some skill in the language and cultivating an appreciation of French influence in Louisiana. The elementary teachers working in this program had French family background plus some academic training in French. Progress during the experimental year was so encouraging that the State Department of Education in Baton Rouge issued a bulletin, *French Can Enrich Your Elementary-School Program*[1], giving practical suggestions regarding personnel, grade level, and activities most effective in teaching French informally.

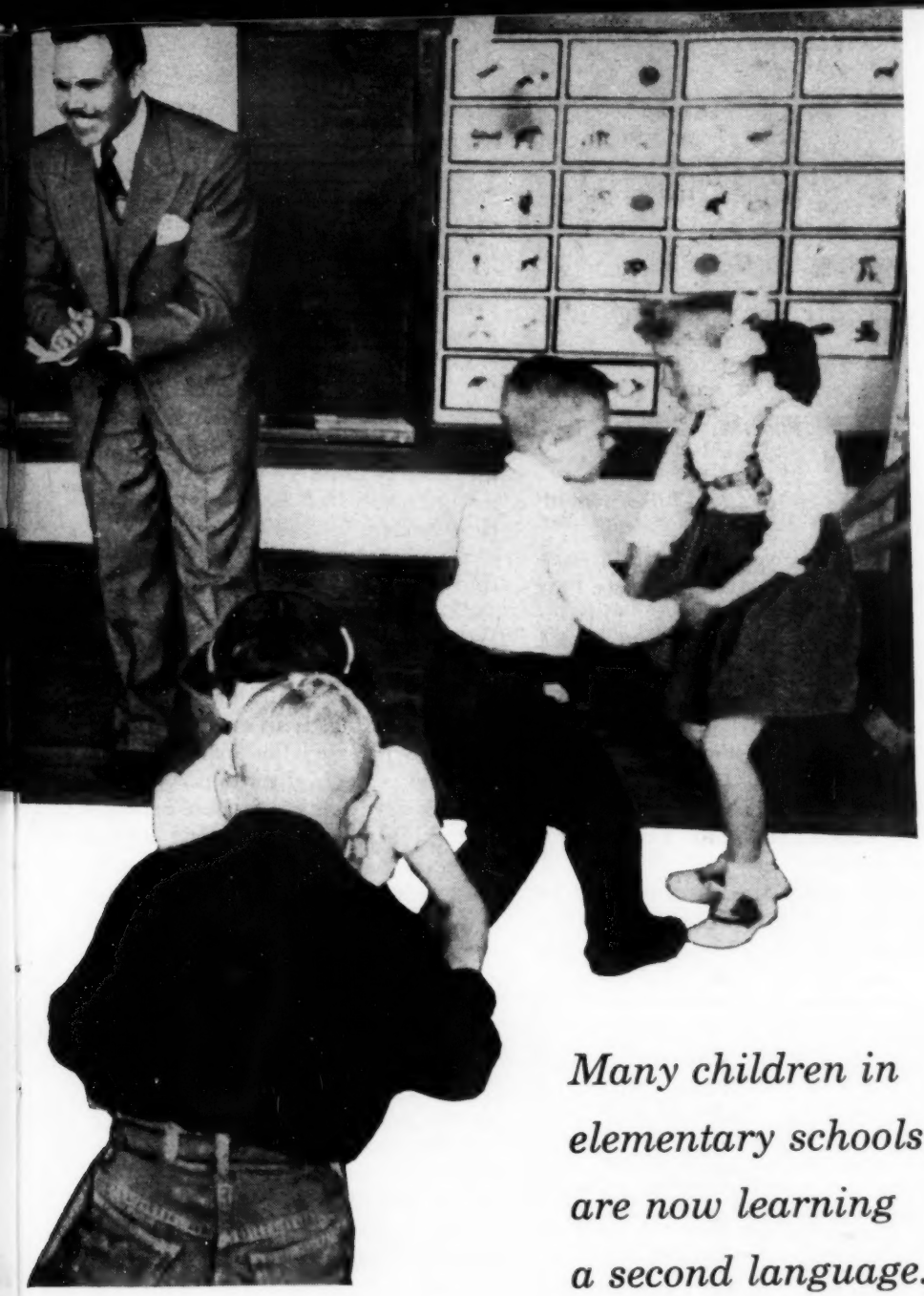
Objectives similar to those stated for French in Louisiana are given in the San Diego *Handbook for the Teaching of Spanish in Elementary Grades.*[2]

San Diego's welldeveloped program for grades four, five, and six illustrates what can be accomplished thru careful planning and consistent effort. Starting in 1944 with two volunteer teachers, the program grew to 120 teachers in 1951-52. Various types of inservice training, including summer workshops, observation lessons, university extension courses, private tutoring, and foreign travel have been available each year.

Contributing to the spectacular achievements of the San Diego school children in speaking and understanding Spanish are such experiences as the following: hearing the new language in whole patterns (stories, songs, dramatizations, radio programs) ; imitating and repeating new sounds in meaningful context; speak-

Uno, Dos, Tres...

Dr. Johnston is specialist for exchange of information on education in the American republics, Division of International Education, US Office of Education, Washington, D. C.



Children learn Spanish as they swing to a Mexican dance in El Paso, Texas.

Many children in elementary schools are now learning a second language.

MARJORIE C. JOHNSTON

ing the language in real-life situations; recognizing written symbols for sounds already completely familiar in spoken use.

The problem of finding qualified teachers can be solved, as Seattle, San Diego, Los Angeles, Cleveland, Lawrence [Kansas], and other cities have demonstrated. In the District of Columbia a recent survey of the elementary-school teachers revealed that many had facility with at least one foreign language and were interested in teaching foreign languages in their regular grades. Moreover, resource persons in the community, particularly numerous in Washington, with its embassies, Pan American Union, and constant flow of foreign visitors, are being invited to help in appropriate ways to enrich and motivate language-learning activities. Accordingly, in 1952-53 children in more than 100 classrooms at the crossroads of the world are learning French, German, or Spanish.

Thru their practice schools, the University of Chicago, the University of Maine, the University of Kansas, Purdue University, Western Reserve, Teachers College of Connecticut, and Florida State University have been placing student teachers with foreign-language competence in communities that wish to provide the opportunity for an early start in foreign languages.

A report of a reconnaissance study of French in the elementary grades by a Committee of the Yale-Barnard Conference on the Teaching of French may be obtained from Theodore Andersson of Yale University. One member of this committee made a parallel study of the teaching of Spanish in elementary schools.

The El Paso, Texas, Public Schools, having initiated Spanish in the first grade last year, can scarcely meet the demands of mothers clubs, business mens organizations, and PTA groups which request classes in conversational Spanish. Another interesting development in Texas is the formation of a State Administrative Committee with long-range plans for bringing about close collaboration among all teachers at the various levels of instruction in French, German, and Spanish.

In Birmingham, Alabama, the Parent Teachers Association Council is working on a foreign language project on the elementary-school level to be presented on radio and television. Growing out of the interest in this project, a foreign language has been added in eight curriculum-enrichment classes.

In an increasing number of communities in different parts of the country, teachers who work with children are recognizing that language power is a part of the growth necessary to effective living today. #

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[1] Collette, Mabel, and Landry, Thomas R. *French Can Enrich Your Elementary-School Program.* Bulletin No. 729, State Department of Education, Baton Rouge, Louisiana, 1952.

[2] McRae, Margit W., and others. *Handbook for the Teaching of Spanish in Elementary Grades.* San Diego Public Schools, San Diego, California, 1952.

We Speak Together

Choral speech helps develop poise, better speech, and appreciation of poetry.

JOSEPH R. CASEY

IN OUR small highschool of only 120 students, I have found choral speaking a way of teaching better appreciation of poetry, an aid to stage presence, and a motivating device in declamation.

And the young people love it! Four years ago when we started choral speech as an extracurriculum activity, only 20 students reported for rehearsal after school. This year we reluctantly cut our group from 46 students to 29 because of its unwieldy size.

Today, in my junior and senior English classes, students who have taken part in choral speaking are enthusiastic about poetry. They ask that we read our favorite poems together in class. And the whole group profits from the experience. All seem to catch the spirit of the poems and develop a feeling for poetry. That old refrain, "Must we have poetry again?" has changed to "Let's do this one together."

Thru choral speech much can be done for the shy students who desperately try to avoid any contact with public speaking. Two years ago a young girl reported timidly for a rehearsal. Later she told me that after reading "The Congo" with the group she decided to stay. She had never cared much for poetry, but when she took part in the group reading, the rhythm and emotional content of the poem appealed to her.

One day I casually asked her to lead the next selection. She did so with the poise of a veteran. Later she was the student choral director—and an entirely different person from the shy girl she had been just a short time before.

Since we do quite a bit of declamation work, choral speech ties in with various speech situations. From choral speech to panel discussion is a simple step, and from panel discussion to individual dramatic and humorous readings is an easy transition. Students are then led painlessly into other speech situations.

In our regular afterschool rehearsals, whether we're preparing for an assembly or community meeting or "just rehearsing," student directors and their assistants take the roll and attend to other details of our activity.

Other students act as checkers. They listen to the group for tempo, volume, word endings, consonants and vowels, and dramatic pauses. However, we usually avoid technical points and hair-splitting. We like our art, but we like it rather commonplace with the heart predominating over the head.

Our programs are usually quite varied. We try to balance the gallop of Browning and Noyes with the waltzing effects of Gray, Frost, and Millay. For the boys Carl Sandburg's "Chicago" is a must; the girls want the sonnets of Elizabeth Barrett Browning and John Masefield.

Choral reading seems to grow on us. I don't know how many times we have read "My Lost Youth" by Longfellow or Field's immortal "Little Boy Blue," but we never tire of reading them together.

It seems that as we speak together, we add something that is intangible, perhaps that elusive quality of feeling something that we have never felt before. The words are the same, of course, and perhaps the basic pattern of choral reading is the same, but behind the word and voice the heart of youth speaks with the yearning for expression that is eternal. #

Mr. Casey is a teacher of English, Mullan Highschool, Mullan, Idaho. His choral speech group has won attention in the state for the high quality of its work.

Crime and Punishment

John Erskine in The Memory of Certain Persons *[J. B. Lippincott Company, 1947] tells about one of his literature classes at Columbia University. He returned to the students the essays they had handed in the day before. Included were two which had been produced by dishonest work. Both culprits had been given the same mark, and they glanced at each other with sly grins of relief. Then Dr. Erskine commented on the high quality of the essays in general and said that he had enjoyed reading them. We continue the story in his own words:*

"But in one respect," I added, "I didn't enjoy reading them. Two were cribbed."

The startled class looked up.

"Perhaps I should report this to the dean, but I have no intention of doing so. I became a teacher because I love literature and like to exchange ideas with others who love it. I'm neither a detective of crime nor an executioner.

"Two of you fellows are not honest and not gentlemen, but you are safe from me. Unfortunately, I am not safe with you. I don't enjoy the feeling that if I must go to my study for another book, I'd better pick up my watch and put it in my pocket. I'd be sorry to ask for your promise not to steal it.

"So it's no longer a pleasure to associate with you. I'm sorry not to meet this class again, but you understand why I say goodbye."

I took my watch and my books and walked out of the classroom. Ten minutes later, as I sat in my study wondering what would happen next, two penitent boys came in and apologized.

Of course, I was neglecting to enforce an established rule [of expulsion for cheating]. But at Amherst I had seen boys expelled for cheating, and there seemed to be no compensating benefit for their wretchedness.

At the next scheduled session, the whole class were waiting outside the door to see if I would come. They took their places in silence, with obvious curiosity. Then I told them I had received two apologies, the incident was closed, and I was confident that nothing like it would recur.

I had no more trouble. #

Public education in the Philippines

—*problems and achievements*

J. CAYCE MORRISON

JUST a year ago, in December 1951, the Philippines celebrated 50 years of public education. For approximately 10 days, educators and government leaders participated in an inspiring Golden Jubilee. Thruout the celebration, speakers paid tribute to American teachers and to their contributions to Philippine education during the first half of the Twentieth Century.

Tho evidence of wartime destruction remains in Manila, visitors to the Golden Jubilee found it hard to understand completely either the problems or the achievements of public education in the Philippines since the war. A bit of background information aids this understanding.

Dr. Morrison is coordinator of research and special studies, New York State Education Department, Albany. He returned to the US last spring after serving nearly six months in the Philippines as a Unesco technical adviser on educational administration and finance. His suggestions for carrying out Unesco recommendations are embodied in a bill to be considered by the Philippine Congress in 1953.

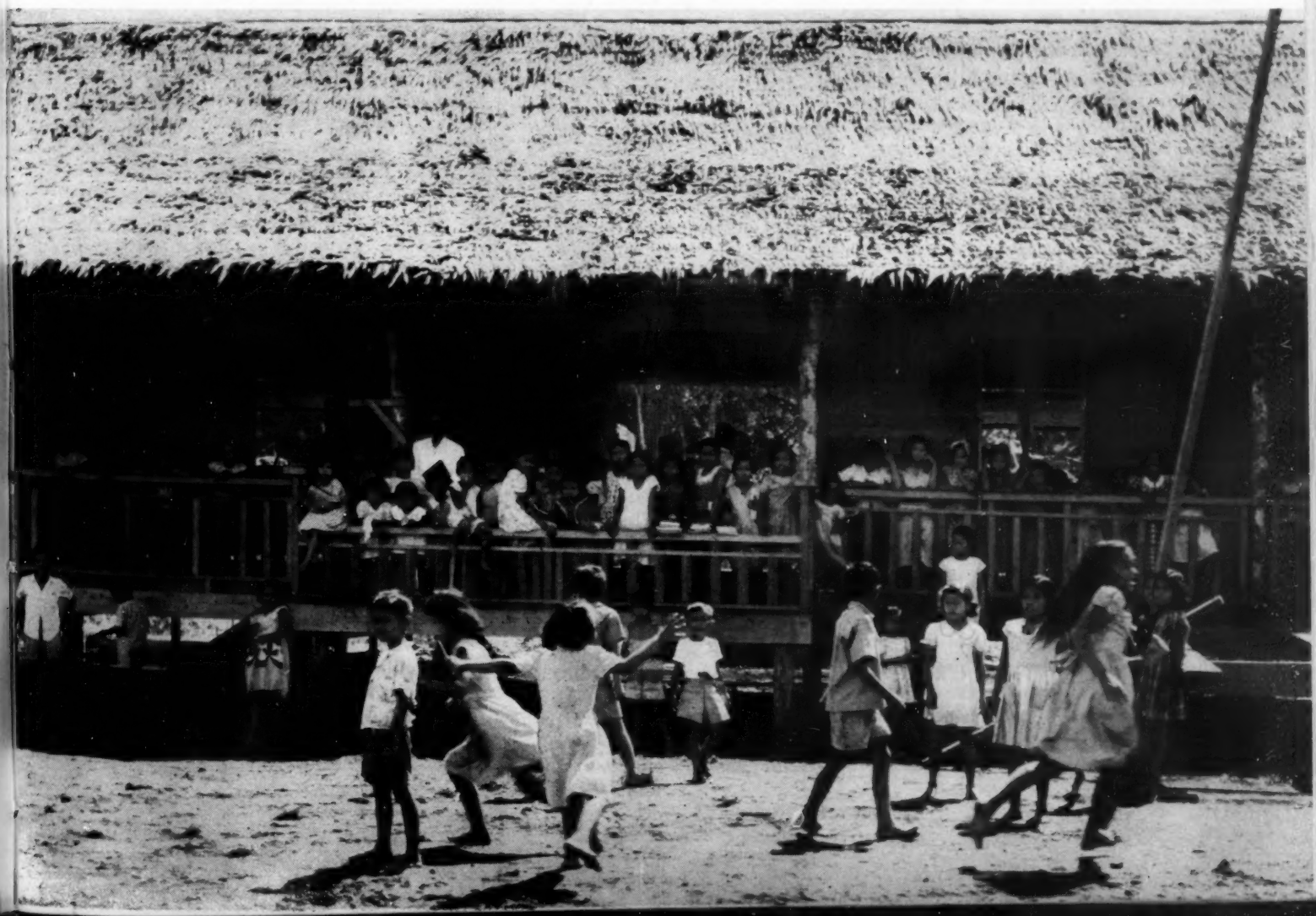
Conditions in the Philippines

During the years before World War II, the Philippines suffered severely from the worldwide economic depression. In 1940 the seven-grade elementary school had been reduced to six grades. Encouragement had been given to the idea that a half-day session in the primary school might serve just as well as the full-day session.

Then came the war. Japanese troops entered Manila in January 1942 and by June controlled practically all of the Philippines.

From the beginning, schools became a propaganda instrument. As a result, thousands of youngsters left school—some as they escaped with their families, some as a patriotic duty. In many places the Japanese established their headquarters in public schools. These buildings were then attacked by guerillas and later by US military forces.

When liberation came, the country was desperately impoverished. A new government was yet to be formed. Nearly half the schoolbuildings had been destroyed, books were



Youngsters on the island of Mindanao in the Philippines play tag in front of their schoolbuilding.

gone, teaching staffs were scattered. Between January 1942 and April 1945, enrolment in public elementary schools had dropped from about 2,000,000 to about 200,000.

But wherever American troops moved in to give protection, local governments acted to open schools. Despite shortages of facilities, materials, and teachers, the national government undertook to provide a teacher wherever local people could provide a classroom.

For the most part, these classrooms had woven bamboo walls, dirt floors, thatched roofs, open windows with wooden shutters, and double seats. Teachers and pupils found books, paper, and pencils where and as they could.

By 1946, most of the Filipino youngsters who had left school wanted to return. Since there were not facilities to accommodate all potential students, older children were generally admitted first. As late as October 1948, some primary schools enrolled no children under nine years of age.

These, then, were the conditions existing when the Philippines became an independent republic on July 4, 1946. Gradually, conditions have improved.

The War Damage Commission has restored a large percent of the schoolbuildings, including normal-school facilities. Local governments, aided by parents and other citizens, have continued to build temporary classrooms wherever needed.

In 1948, teachers salaries were increased. Most teachers have now satisfied certification requirements. Few new teachers are not graduates of a two-year normal-school course.

In the autumn of 1951, public elementary schools enrolled nearly four million children—a total equal to one out of every five persons in the Philippines. There is no record that any child of legal school age who wanted to attend school during the past two years was denied admission.

Current Problems

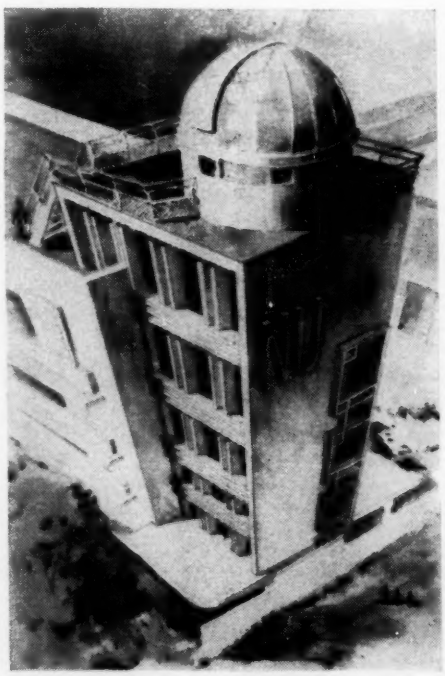
Emphasis in the early post-liberation period was directed toward provision of elementary education for all who sought it, but leaders of education in the Philippines are keenly aware of other problems still unsolved. Among these problems are the following:

[1] Need for a two-session or full-day program in all primary classes and gradual reduction of class size to a maximum of 40 pupils per teacher. In 1951-52, approximately 60% of the pupils enrolled in public primary schools were on a halfday program. In classes on a fullday program, the maximum enrolment might be 60 pupils per teacher.

[2] Need for free elementary schools available to all children, with attendance compulsory thru elementary school or until age 14. In 1951-52 about 80% of the seven-year-old children were in school; in some provinces, the estimate was as high as 95%. Under present conditions, about 50% will reach sixth grade. Three years ago probably not more than 20% reached sixth grade.

[3] Need for restoration of the seventh grade. Opinion differs as to whether the seventh grade should be made the third year of the intermediate school or the first year of a five-year secondary-school program.

The decision probably hinges on whether the government decides to place the seventh grade on a tuition-free basis. Another factor in the decision is accessibility. Public intermediate schools are much more widely distributed geographically than public secondary schools.



A $360,000 astronomy laboratory is now under construction at the National University, Philippines. Here is an architect's drawing of the structure.

[4] Need for increased local support of public schools, and for making public secondary schools tuition-free. At present, the national government pays for instruction costs in all public primary schools. The national government also supports intermediate schools in municipal districts. Chartered cities have certain tax sources from which they are required by law to finance intermediate schools.

Public general secondary schools are financed chiefly from matriculation and tuition fees of students. The national government also makes some contribution to public secondary schools, mainly in the area of vocational education.

[5] Need for an adequate supply of books, paper, and other instructional materials. In 1950-51 the allocation for books and other supplies was less than 80 centavos (40 cents) per pupil.

[6] Need for agreement on languages of instruction. It is generally agreed that English shall continue to be the main language of instruction. However, Spanish and 75 to 80 native languages and dialects are also used in the Philippines.

Since the liberation, the Bureau of Public Schools has approved experimentation with a plan for giving instruction in the first two grades in the native language generally used in the homes of the community. The transition to instruction in English will come toward the close of the second or at the beginning of the third grade. The experiment has attracted favorable attention and will probably be extended.

[7] Need for qualified teachers and adequate salaries. Inadequate control of privately supported teacher-training institutions was providing a surplus of teachers whose certification did not necessarily assure wellqualified teachers. Approximately half of the public-school teachers were receiving salaries less than the minimum of 1680 pesos ($840) a year in 1951-52.

[8] Need for a consideration of the administrative organization of public education. At the head of the educational system is the secretary of education, who is a member of the president's cabinet. The Department of Education consists of five bureaus, one of which is the Bureau of Public Schools. Under the secre-

tary, the director of this bureau administers the public schools thru a central staff which operates thru city and division superintendents of schools.

There is a movement to give the provinces and municipalities some financial responsibility in the support of public schools. But should such local responsibility be exercised thru locally controlled boards of education to be created by law or thru present provincial and municipal boards? Many Filipino leaders believe desired reforms can be achieved thru the present organization. But the UNESCO Consultative Mission of 1949 questioned the highly centralized organization.

New Spirit in Philippine Public Schools

Possibly in no other country is there a greater ambition for education or greater confidence in schooling than is found in the Philippines. The Bureau of Public Schools is encouraging superintendents of schools to take the initiative in improving instruction and in making the school a vital force in community improvement. The parent-teacher association is growing in numbers and influence. The Department of Education is committed to proposed legislation which will give local governments broader powers of taxation and control over their schools and which will make the national and local governments partners in the provision of public education.

Filipino educators are loyal to the traditions of American public schools. But they are also sensitive to the fact that they need native books that will help teachers and pupils to develop understanding of their own heritage and environment and find ways of improving it.

Last year, a committee of superintendents appointed by the Bureau of Public Schools visited schools in many of the provinces, conferred with teachers and supervisors, and prepared a report which was a major subject of discussion at the annual meeting of the superintendents association in Baguio, June 1952. The theme of the report was "Curriculum Development for Community Schools." Both in statement of theory and in practice described, the report is in the best American tradition.

The development of the school-community program is taking many forms. In no two provinces is the emphasis the same. In this area of public education, the observer from abroad feels the greatest vitality in Philippine public schools.

The usual starting point is the community survey conducted by the school. The movement is directed toward community improvement—increasing the economic status of the homes, improving public health and sanitation, beautifying the community, creating a good social environment for children and youth, developing fundamental education among parents, establishing reading centers, developing the theory and practice of democracy in local government, promoting cooperation among all groups in developing community life. If this movement continues, it may well prove to be the chief contribution of the Philippines to public education, not only at home but abroad.

The parent-teacher association is proving a fertile means of educating parents to understand that they may have a voice in determining the kind of school they will have for their children. Their membership constitutes the chief segment of population presently fitted to take some responsibility for the local planning and management of schools in the Philippines.

The Foundation Program for Financing Public Schools in the Philippines, now before the Philippine Congress, would create a partnership between the national and local governments. It would give the schools a financial stability to aid long-range planning; would make certain tax resources available to enable local authorities in each province, city, and municipality to develop a better program than the standard set by the national government for all schools; and would be the first step in making secondary education free and available to all children. If the Congress, at its next session, adopts the Foundation Program recommended by the Department of Education, we may confidently anticipate a development of public education in the Philippines that will have farreaching influence thru south and southeast Asia. #

NIGHT-BLIND BOY

MRS. Santos was worried, and she had reason to be. It was dark, and José, her 13-year-old son, was not yet home from school. For another boy this lateness would not have been so serious, but José was night-blind; that is, he could not see at all in the dark.

All José's brothers and his father were out looking for him, and the neighbors, too. They knew what night-blindness meant, for it was not uncommon among the children in that part of the Philippine Islands.

Mrs. Santos heard someone coming, but it could not be José. Poor José would be stumbling and groping, while this person was walking fast, one step placed surely ahead of the other, in great haste.

But it *was* José! "Mama, I can see!"

How had it happened? He had stayed after school to watch the boys play "beis bol" and had fogotten how important it was for him to come straight home. "But it was dark, Mama, and still I could see," he said.

The teacher had an explanation. José's night-blindness, like that of the others, was caused by a lack of Vitamin A. But the milk and especially the shark-liver oil capsules which he had been getting every day for the past few months from UNICEF [United Nations International Children's Emergency Fund] with his school lunch were rich in Vitamin A.

So it was this vitamin that had cured the night-blindness. Vitamin A is also to be found in certain vegetables—carrots for one, and where José lives, in malungay, ampalaya, and alugbati.

You may be sure that Mrs. Santos and the others now know about Vitamin A and the other vitamins. More than one family has started a fine vegetable garden, and at the schools the children plant and tend their little plots.

—From the May 1, 1952, issue of* UNIT [*United Nations Information for Teachers*], *United Nations Education Service publication prepared by the NEA Committee on International Relations.

HOW GOOD IS YOUR SAFE

A SCHOOL safety program has two major objectives: providing a safe school environment, and teaching—thru a program integrated in all subject areas—safe patterns of behavior. A wellrounded program has many aspects, only a few of which are mentioned here. For detailed helps in any phase of safety or safety education, consult the publications list available free from the NEA Commission on Safety Education.

Do your school's fire-prevention and protection provisions set a good example? Has a group of staff, students, and technicians determined the needs for fire-safety precautions and equipment? Does instruction for all include learning about the function and use of this equipment? Are exit drills held regularly? Does the program stress good housekeeping, the wise choice and use of electrical equipment, and proper storage of combustibles?

THE increasing complexity of our world and the growing variety of situations with which an individual must deal each day make education for safe living more and more important. If the purpose of the schools is to enable children to function in their present environment and to prepare them to cope effectively with adult situations, then the schools must assume a responsibility to teach children to live safely. This is a twofold responsibility: to the children themselves and to the nation which suffers a permanent loss each time a fatal or disabling accident occurs.

Safety education is not a separate and additional burden which teachers must shoulder, but instead an integral part of education for full and effective living—and therefore the responsibility of every teacher of every subject. The safe way to think and act is not an added or alternate method; thorogoing instruction in the correct way to drive or to cook or to swim or to operate a machine *is* safety education. The greatest part of the job can be accomplished thru this kind of integration thruout the school program. Science and home economics, physical education, industrial arts, social studies are just a few of the subject areas where safety education has a logical place. Only a few phases of safety education—like driver education—can be accomplished best thru separate units or courses.

A rounded safety-education program is a vital part of education to meet the practical needs of life today. The attitudes and skills which result from sound instruction are important tools for living. Here is an educational program which provides not an end in itself, but a means to the goal of rich and effective living.

—National Commission on Safety Education, NEA

Is instruction in traffic safety offered to all students at the appropriate grade level—i.e., safe practices for pedestrians and bicyclists at the elementary level; street and highway safety and driver education at the secondary level? Are there wellorganized school patrols at all levels? Are patrol activities correlated with the instructional program? Is motor-vehicle safety instruction reenforced in your school by safe school-bus practices?

This material was prepared with the cooperation of the NEA Safety Commission. While the supply lasts, reprints [in color] are available free of charge from the commission.

DRAWINGS BY MARY KOGAN

ETY EDUCATION PROGRAM?

Are efforts made thru the school's public-relations activities to familiarize parents with the aims and methods of the school's safety-education program? Are members of the community actively involved in planning the program? Does the program use the helps that can be obtained from parents and community organizations? Has a school-community safety checklist and accident record system been developed on a cooperative basis?

Are all students given some instruction on safe practices in rural surroundings? If yours is a farm community, is emphasis placed on such aspects of safety as highway traffic hazards, farm machinery, and fire-fighting? Are students given instruction on what to do in an emergency—fire-fighting methods using water and sand, how to treat burns and animal bites, and first-aid treatment of cuts and other injuries resulting from farm machinery?

Is provision made for adequate leadership and supervision when children are on the schoolgrounds? Are activities geared to the development of children's motor skills, rather than anticipating or overrating motor development? Is play equipment sturdy, well-constructed, and correctly spaced to avoid accidents? Is a joint student-staff committee responsible for equipment inspection, and other playground conditions and activities?

Does the regular instructional program indicate the necessity of civil-defense planning and preparedness in today's world? Are such learning experiences pointed up in the school's civil-defense program? Are defense drills held, during which each student and staff member has assigned responsibilities? Is there a designated shelter area which is equipped with food, water, and first-aid supplies? Do pupils know what to do in case of a flash attack?

Are students familiar with the many types of home accidents which occur daily? Are they instructed in the prevention and care of shocks, falls, poisoning, suffocation, burns, and other common household injuries? Does instruction cover accident-prevention methods such as the proper storage of kitchen and other household utensils, storage of flammables, prompt disposal of waste, careful marking of poisons, and safe use of electrical equipment?

Does your school set an example of a safe environment? Is the building free of hazards from a construction standpoint? From the standpoint of furnishings? Maintenance? Cooperatively planned regulations for the safety of all building occupants? Are stairways enclosed? Are steps and hand railings substantial? Are halls and steps kept free of trash and other obstructions? Are stairways well lighted? Are rules for hall traffic observed?

INTRODUCING

Rural Teaching Service Briefs

—a series of how-to-do-it leaflets on problems of rural elementary teachers

"HOW shall I group my one-room school for reading instruction?" asks a rural teacher. This question and many others that may plague rural elementary teachers will be discussed in a series of inexpensive, four-page leaflets, *Rural Teaching Service Briefs,* which will be started soon by the NEA Department of Rural Education. The leaflets will be designed to help rural teachers meet the special problems of rural teaching and better serve rural youth.

Of course, this concern for rural children is not only for the decreasing numbers of children who attend one- and two-teacher schools. It includes also the far greater numbers who ride the daily bus routes to central or consolidated schools, as well as those who go to school in town or city tho they continue to live on farms or in rural areas.

Rural teachers find special opportunities as well as special problems as they work with children, many of whose experiences are uniquely rural, under circumstances that are inherent in the rural environment.

For example, country boys and girls who share classrooms and school programs with town and village children need to be more than neighbors invited in. They need a school experience which is as truly theirs as tho their school stood across from their farm homes. Wherever there are country children seeking to understand themselves and their world, there are teachers needing to understand those children and what they bring to their learning experiences.

Organization of Briefs *Staff*

A central committee will administer the *Briefs* project. They will receive materials and suggestions, refer manuscripts to the editors, and give general guidance in the development of a balanced series of leaflets.

An editorial committee will help to set up criteria for the selection of topics, and individual members of the committee will assume responsibility for editing issues in their fields of special interest and competence.

A nationwide panel of consultants will assist by [1] advising the central committee in the selection of topics to be treated in the series, [2] helping to identify teaching practices worthy of inclusion in the series, and [3] directing the preliminary recording of such stories.

Method of Operation

All topics will be developed from the viewpoint of the teacher of rural children. But the *Briefs* will be designed for use as study guides by teacher groups, parent-teacher study groups, and students preparing to teach, as well as individual classroom teachers.

Teachers and those who work with them as supervisors or helping teachers will contribute the material for the *Briefs,* which will be based on actual experiences with children. Contents of each issue will be organized under four headings: [1] a statement of the problem, [2] a report of

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Fourteen questions—with PR overtones

IN DISCUSSING improved instructional methods, classroom teachers in one high-school covered the following 14 questions. The teachers discovered that each area of their discussion had public-relations overtones.

[1.] Do you use the same procedures for both small and large classes?

[2.] Do you ever help your students to find creative imaginative ways of achieving the objective of a course?

[3.] Do you use tests to discover your weaknesses as well as the weaknesses of your students?

[4.] Do you know specific reading weaknesses of your students? Do you try to help overcome them?

[5.] Do you acknowledge that there are some reading skills peculiar to different subjects, and do you strive to help young people develop them?

[6.] Do you guide your students in planning procedures and content that will help to develop better human relations?

[7.] Do you learn something about students' interests and development from each lesson you teach?

[8.] Are all lessons and activities developed cooperatively with your students so as to help them enjoy richer experiences in real living?

[9.] Do you change procedures, objectives to fit standardized test findings? Or to offset the harm in too slavish use of such tests?

[10.] Do you plan for an integration of subjectmatter in the young people's citizenship goals?

[11.] Do you try to determine community reactions to your class and school? Do you try to overcome unfavorable reactions thru closer school and community cooperation?

[12.] Do your pupils know the reasons for each assignment they help plan?

[13.] Do you have a continuously revised curriculum?

[14.] Do you check your students' progress frequently, and help them plan for selfimprovement?

—*From* It Starts in the Classroom, *the public-relations newsletter for classroom teachers, published by the National School Public-Relations Association, a department of the NEA.*

outstanding practice in meeting the problem, [3] a review of useful principles followed in the practices reported, and [4] a reference to carefully selected source materials for further information and practical suggestions.

Type of Subjectmatter

To give some direction to the selection of topics, the following general areas of concern expressed by teachers and supervisors have been tentatively selected: [1] identifying and meeting needs of rural boys and girls, [2] organizing broad learning experiences, [3] discovering and using resources of the rural environment, [4] using the rural child's experiences to develop specific learnings, [5] providing experiences in the special learning fields, [6] organizing and administering the school for rural children (planned especially for small schools), and [7] making parents partners in the school enterprise.

Within each area of concern, a number of related topics may be listed which the *Briefs* will seek to illustrate. For example, under "identifying and meeting the needs of rural boys and girls" these topics might be listed: studying individual children; identifying and meeting special needs (as in health, social adjustment or language development); helping the young rural child to find his place in the school; meeting the needs of the farm child in the community school.

"Organizing and administering the school for rural children" might include: scheduling the school day, helping children to work independently, bridging the gap from small rural school to highschool, and planning adequately the lunch hour at school.

Write to the Division

Those interested in cooperating in the development of the *Rural Teaching Service Briefs* or in obtaining them as they become available are urged to write to the Division of Rural Service, NEA, indicating the nature of their interest. They may also obtain from the division sample *Briefs* and fuller information concerning plans for their development, distribution, and use.

—LOIS CLARK, *assistant director, Division of Rural Service, NEA.*

The versatile bulletinboard

OFTEN the bulletinboard is either the most attractive or least attractive feature of a classroom. And it's usually the imagination of teacher and pupils that makes the difference.

Today's impressive array of other audio-visual materials tends to overshadow the humble bulletinboard. But no budget need exclude this inexpensive item. In fact, teachers can construct a bulletinboard of cardboard or burlap at practically no cost.

Operation of a bulletinboard also involves little expense. One needs only a jar of paste, a box of tacks, a pair of scissors, plenty of discarded and current publications, and a wealth of ideas.

Versatility is the watchword of the bulletinboard. It can be used to stimulate interest at the beginning of a unit of instruction or to summarize conclusions at the culmination of the same unit. Thru it the teacher can encourage indifferent students and reward students whose work merits display. The bulletinboard is equally effective as a means of comparing ideas and facts.

Creating a bulletinboard display calls for many skills, a fact which enables a teacher to help meet the individual needs of students. Such skills include gathering and organizing material, designing a display, and setting up the display.

Bulletinboard displays will be most effective if certain basic principles are followed. In the first place, the ideas and facts presented in a display should be unified around a central theme. A hodge-podge of unrelated materials impresses nobody.

An eye-pleasing design is another characteristic of the good display. Use of an over-all pattern—such as some sort of symmetrical design—will help to achieve this. Carefully lettered captions and the judicious use of color and margins also help to create an attractive appearance.

Important in attracting viewers to a display is the title. A novel heading, sometimes in the form of a question, often invites closer scrutiny.

Of great importance in developing and maintaining interest in the bulletinboard is this rule: Never allow a display to grow stale. Last week's display is of no more interest than last week's newspaper.

The harassed teacher may well be tempted to counter, "When can I find time to create bulletinboard displays?" But this ignores the fact that much of the value of a bulletinboard comes thru student efforts to maintain it. A good bulletinboard display is more than a show piece, it is an outgrowth of classwork. It represents student experience in exchanging and evaluating ideas, formulating plans, and carrying them out—in short, in the democratic process.

Thus, one of the most inexpensive audio-visual materials in terms of cost in money is one of the most valuable in terms of gain in student growth.

—EMMA ELLEN COOKE, *Elkin [North Carolina] Highschool.*

Confidence in his school

REGARDLESS of what parents may feel about the teachers and the school system which serve the community, whether they are considered good or bad, the child labors under a handicap if parents reveal other than complete confidence in the school which the child attends.

To discuss doubts or to criticize the school adversely in front of the youngster tears down the feeling of confidence which the child must have for a successful school career. The youngster must believe that his instructor is a capable teacher and a just disciplinarian (with the right to discipline), and that the school is good and his classmates are his equals.

If parents do not believe these things are so, a frank discussion at the local parent-teacher association *meeting or at a board of education meeting is important.* But to voice criticism to the *child* destroys the child's belief in his school and defeats the purpose for which the school exists.

Teaching as a job is difficult and trying work—as only those who have done it can really know. But when unthinking parents imply that an instructor is inadequate, they not only deprive the teacher of the respect which is his due as an educated person doing important community service but also make the teaching task twice as difficult.

—FRANCIS X. CLEARY, *school editor, in the* Asbury Park [N. J.] Press. *Mr. Cleary's statement was sent to* THE JOURNAL *by Mrs. Edward L. Brothers of Bradley Beach, N. J.*

Dollars go *f-u-r-t-h-e-r*

in Southern California, thanks to the state association's special-services program.

DESPITE the inflationary spiral of prices, teachers in Southern California can increase the purchasing power of their salaries. They do so by voluntarily subscribing to the special-services program offered by the Southern Section of the California Teachers Association.

The Southern Section of the CTA has approximately 30,000 members. By developing a comprehensive special-services program, CTA-SS is making a real contribution to the economic welfare of teachers. Major areas of the special-services program are the purchasing service, insurance service, travel service, and education-press service.

Purchasing Service

The purchasing service is one of the most popular of the CTA-SS special services. It is similar to group-purchasing plans that are available to government employes, corporation employes, farm associations, and other organized groups. Thru this service, teachers can buy goods and services at substantial savings from more than 115 dealers.

Teachers deserve this opportunity. Because teachers salaries have not kept up with rising prices, teachers have a critical need to get the most possible out of their earnings.

Savings made thru the CTA-SS purchasing service help teachers maintain the standard of living required of them, a standard which some might otherwise be unable to afford. As a result, many teachers remain in the profession who might have been induced to seek higher-paying positions. Young people and the entire community benefit when experienced teachers remain in the classroom.

The CTA-SS purchasing service is based on the sound economic principle that merchandising costs are reduced when goods are sold in volume. When teacher purchasing power is taken as a whole, it is volume buying. Therefore, dealers can offer goods at low prices to teachers *as a group* and still make fair profits.

Participation in the purchasing-service program is limited to dealers in metropolitan areas of 100,000 population or more. This assures the individual dealer a large buying public which normally shops in his area.

CTA-SS conducts detailed investigations of every dealer participating in the program. Each dealer guarantees his goods and services. The entire program is carefully supervised so that harmonious school-community relations are maintained.

Other Special Services

Teachers in Southern California can obtain low-cost insurance thru the CTA-SS insurance service. (The state office of CTA endorses a statewide insurance program.) Teachers seeking insurance are advised by an expert insurance counselor.

Thru the travel service, CTA-SS provides information and other services to teachers who are planning tours. Transportation arrangements are also handled for members who attend various conferences.

The education-press service of CTA-SS seeks to publish worthy educational documents and research studies which might not otherwise be printed. The service thus contributes significantly to American education. It makes available to administrators and classroom teachers valuable materials that might otherwise be lost to the profession.

As a result of these special services, CTA-SS members can secure—with confidence and at low cost—needed goods and services. For teachers in Southern California, dollars do indeed go further. #

WENDELL C. CLOSE

OUR STATE ASSOCIATIONS

Dr. Close is business manager and director of special services, California Teachers Association, Southern Section, Los Angeles. He will furnish additional information concerning the CTA-SS special-services program upon request.

"Working for the NEA"

WHEN I was a little girl in the '80s, an almost continual background of my going to sleep at night was the clatter, clatter, clatter of the typewriter on which my father incessantly wrote in the evening. He was a hard-worked professor in the state university of Kansas then, so it was only at night that he could find time for what was the center of his ardent life.

We children, hearing him perpetually hammering away on the noisy, clumsy old machine (it must have been one of the first manufactured), used to ask mother sleepily, "What is father doing now?"

The answer was always the same, "Working for the NEA."

He was secretary of the NEA once, and then again, with the enormous amount of clerical work that goes with that. And then he was president, with the old mowing-machine of his typewriter going harder than ever. There was no army of nimble-fingered stenographers in those days, or any money in a poor professor's house to hire one, if there had been. Father just sat up later and, harder than ever, "worked for the NEA."

I grew up, you see, in an atmosphere where working for the public schools of America naturally took precedence over everything else—pleasure, relaxation, and even sleep.

—DOROTHY CANFIELD FISHER, *author. James H. Canfield, father of Mrs. Fisher, served as NEA secretary before that office became a fulltime position. He was secretary for three years—1887-89. In 1890 he became NEA president. At that time he was chancellor of the University of Nebraska, Lincoln.*

CORNERSTONES OF PROGRESS in Business Education

EDWIN A. SWANSON

BUSINESS teachers have done a great deal of research in business education.

The *Bibliography of Research Studies in Business Education 1920-1940* listed 1148 items; the corresponding bibliography for 1941-1948 listed 1272. In neither case did compilers make any claim for completeness.

Blackstone reported that more than 1800 investigations served as the basis for his statement on commercial education in the first edition (1941) of the *Encyclopedia of Educational Research*. Rahe reported approximately 500 studies available [in 1950] for his review of research in typewriting. Anderson's analysis and classification of research in shorthand and transcription, completed prior to 1946, involved 298 studies; Rowe's summary in 1940 referred to more than 500. When Herring prepared his synthesis and classification of research related to the teaching of bookkeeping and accounting, he identified 242 studies that had been completed between 1920 and 1949.

Additional evidence could be found in the impressive number of books and monographs and bulletins that have been based either in whole or in part on these studies and that have resulted from creative study, interpretation, and scholarship of the highest type.

That business teachers are interested in using the findings of research is also clear and convincing.

When the first research issue of the *National Business Education Quarterly* appeared in May 1940, the response was more than enthusiastic. There was a special research issue every year but one until 1947. Since 1947 there have been two research volumes a year.

Other business-education periodicals have published many articles reporting research; all have been popular.

National Organizations

Business teachers have a national Research Foundation, which is organized as a research division of the United Business Education Association, an NEA department. The Research Foundation has its own officers and program. Business teachers also have a national research committee, with supporting regional- and state-level committees. These key leaders have recognized the need for good research and its influence, and they have been busy selling the idea that improvement of instruction in the classroom depends largely on the intelligent application and use of the findings of research.

Over a period of more than 10 years, a driving force of business education leadership has worked hard to overhaul association relationships at the regional and national level. Business teachers now have a unified national-level association, with four functional divisions, and with more than 50 affiliated regional- and state-level associations. All work together under the coordinative leadership of an executive secretary located at NEA headquarters in Washington.

Business teachers have an established annual research award, and they have an honorary fraternity, Delta Pi Epsilon. About 2000 business teachers, who recognize research as an essential requirement for leadership in business education, are members. Among them should be an increasing number of able investigators to advance knowledge and some dependable interpreters with scholarship and integrity.

Basic Research Literature

A review of the research literature in the field shows clearly that a dependable, dynamic philosophy of business education is emerging. Inspiring addresses, thought-provoking papers, great teaching, group conferences, organization meetings, books and other published materials—all have contributed. But a major contributing factor has been that of research.

Of course, not all of this developing philosophy of business education is on the printed page. Even now, those who grasp meaningful trends and recognize their emergence are bravely trying to capture the words to chart these ideas and record them for others to read.

Of course, there is already available a challenging body of literature which indicates the trends in business education. To get into this literature, think of it as having four cornerstones.

At one corner will be found the creative thinking of Nichols and Tonne, whose critical analysis of problems and development of principles have been generally and firmly acknowledged.

At the next corner will be found the parallel investigations of Hanna and Hayden. They tackled the job of determining the fundamental or major issues in secondary business education, of securing the current thinking of prominent business educators on these issues, and of identifying dependable trends of thought wherever possible.

Neatly piled for the third cornerstone will be found certain yearbooks produced both separately and jointly by the Eastern Business Teachers Association and the National (middlewestern) Business Teachers Association. Here it would be a mistake to miss digging into *Problems and Issues in Business Education, Principles of Business Education, Appraising Business Education,* and *The Changing Business Curriculum.*

Then, at the fourth corner will be

Research Says—14

Dr. Swanson is professor in the Division of Business, San Jose State College, California, and pastpresident of the United Business Education Association, an NEA department.

The next article in this year's series of articles on basic research of importance to teachers and administrators will deal with geography.

found the scholarly work of Enterline. He classified and analyzed the ideas of 373 leading business educators as *Trends of Thought* regarding business education in secondary schools. In Enterline's work, any thoughtful reader should find suggestive encouragement for interpretation and synthesis work of his own.

Another look at this mass of business-education literature—and just a little imagination—will reveal that it is held up and held together by other strong and supporting stones. There are items by Forkner, Lomax, Price, Graham, and others. We can see Reynold's *Handbook for Studying Business Education* and Shipley's *Handbook for Business Education in the Small High School.* We can see several special issues of the *National Business Education Quarterly,* and, of course, certain *Bulletins of the National Association of Business Teacher Training Institutions.*

Improvement of Instruction

How one organizes his review of the research literature in a field probably is not too important. What is important is one's attitude. The findings of good research command respect. They deserve knowing. They deserve purposeful interpretation protected by attitudes of integrity and scholarship and motivated by a desire to improve instruction. #

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Order the above materials from United Business Education Association, NEA. Individual dues for this NEA department are $3 including Business Education Forum *and $6 including* Business Education Forum *and* The National Business Education Quarterly.

[Fourth in a series of helps in various subjectmatter fields. Aids for all elementary teachers will be listed next month.]

TEACHER-*pupil planning in the social studies—how much and what kind?*

Social Studies in the Middle Grades

LORETTA E. KLEE

MANY teachers believe that cooperative planning with students can sharpen social-studies learning experiences. But, of course, these teachers recognize the need for a balance between cooperative planning and preplanning by the teacher.

Two important factors should be considered in seeking this balance:

The first is existence of individual differences among teachers in creative ability, flexibility in meeting unexpected situations, cultural backgrounds and training, skill in relating learning experiences to the needs of children, and acquaintance with resources which may be needed in the social-learning experiences.

The second is the experience of children in grades four, five, and six in group planning. To what extent are the boys and girls skilful in the processes of cooperative planning? To what extent may they be expected to attain the purposes which they have formulated and at the same time be learning the skills of group purposing, planning, executing, and evaluating?

The Workshop Approach

Some schools are experimenting with a workshop approach in social living in the middle grades. The teacher does only a broad type of planning, in terms of needs of the pupils. He anticipates learning experiences which may arise, considers possible procedures to meet them, and looks ahead to the kinds of resources which may be needed.

The workshop approach means learning activities continuously and cooperatively planned day by day to meet specific and long-range problems and needs. Thus children learn how to plan and think thru their problems. Because children see greater meaning in their cooperatively planned activities, it is hoped that they will work harder and that more functional learnings will result.

Proponents of this approach say that even when cooperative planning fails to produce the desired results, students analyze the reasons for the failure and learn by the experience. Thus, failures of cooperatively planned activities, followed by careful evaluation, are more effective in teaching pupils to think critically than more smoothly run experiences preplanned by the teacher.

Opponents of cooperative pupil-teacher planning workshops for children in the middle grades have asked these questions:

How can needless repetition and wasteful duplication be avoided when pupils do so much of their own planning? Are there not serious gaps in learnings? Do not pupils become so entangled with the process and

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This article is taken from *Social Studies for Older Children: Programs for the Middle Grades [4-6]*, bulletin of the National Council for the Social Studies.

Miss Klee is professor of education at Cornell University and director of social studies in the Ithaca [N.Y.] Public Schools. She is also editor of the bulletin and author of the section from which this article comes.

***Social Studies for Older Children: Programs for the Middle Grades [4-6]* is intended to help teachers and others find better ways of providing opportunities for meaningful, functional social-studies learning experiences for children. Curriculum Series No. 5, 1952. $1.50. Order from NCSS, NEA.**

Vacation for Teachers

THE Minneapolis public schools open today after the two weeks' Christmas vacation, and most mothers will confess to at least a slight sense of relief as the kids troop back to classrooms. Children are wonderful institutions, but they can also be annoying, particularly in groups where their little personalities bounce off each other like autos in a multiple collision.

The home recovers slowly from the confusions and excitements of Christmas, and it is not until the holiday vacations end that weary adults begin to experience an exhilarating sense of order and composure.

All this is simply preliminary to saying that the school teachers, who have been enjoying a little quiet respite from the children, will be back at the old stand today. They will be trying to maintain orderly and stimulating routines, not among three or four or five children, but among 30 or 40 youngsters who present a thousand problems in group contacts and individual adjustments.

There are some people who seem to begrudge the teachers their two weeks' vacation at Christmas time. But it is our impression, surveying the matter from the vantage point of the vacation-harassed home, that they could not survive without it.

—This editorial from the Minneapolis Morning Tribune, *January 7, 1952, was sent to* THE JOURNAL *by Ralph F. Schwab, Brewster High-school, Brewster, Minnesota.*

mechanics of cooperative planning that they find it difficult to follow thru efficiently on the problems under consideration? How can a teacher plan ahead to meet the needs of his class as to materials and learning experiences when so much of the situation is unstructured in advance? Are pupil effort, interest, and resultant learnings in direct proportion to the amount of participation the pupils have had in planning?

The Middle Way

In an effort to realize the values of pupil-teacher planning and to avoid the difficulties, some schools have tried a system of restricted choices. Learning activities and goals are largely teacher-planned; pupil planning is largely in terms of specifics. The teacher must be able to justify the learning experiences in terms of the over-all program and the philosophy of the school system.

Somewhere between the formally organized unit and an unstructured workshop approach probably lies the answer for most children in the middle grades. The issue must be resolved in each community in terms of the place of the social studies, the purposes of the total school program, and the abilities of teachers to guide the learning experiences of boys and girls at their maturity level.

Grade Sequence vs. Free Planning

Another problem is what the relationship should be between basic framework and freely planned learning experiences. Is there value for teachers and pupils in drawing an outer circle of functional knowledge, understandings and appreciations, positive social attitudes, and skills toward which teachers should guide all children in the middle grades?

If so, in daily classroom learning experiences teachers and pupils might plan their points of departure and work together in everwidening inner circles of learning as they are guided toward the more comprehensive outer circle.

Some children would never completely reach it, nor would they be under any compulsion to do so. Other children would attain much more as they reached out in accordance with their abilities to increasingly larger circles of their own.

Some teachers of 9-, 10-, and 11-year-old children feel the need of guidance in planning social-studies learning activities. At the same time, they recognize the dangers of a basic framework which becomes a body of content to be covered or mastered by all boys and girls within the middle grades. In terms of the many differences within the learning environment, no able teacher would view such a basic framework as either helpful or psychologically sound.

In schools where the faculties are composed of master teachers who work closely together and where there is a wealth of human and material learning resources, it is possible to develop really effective learning experiences without a guiding framework. In such a situation teachers are able to acquaint themselves with all aspects of the learning environment of the boys and girls, and a high degree of interrelationship among learnings can be attained.

Having an abundance of material as well as human resources, teachers are able to get the appropriate movie, recording, or reference book at the time of need. These schools, in brief, have the conditions which are requisite for the effective functioning of freely planned learning experiences in a laboratory or workshop organization.

Guidance Needed

In less favorable educational environments it may be desirable to have a basic framework of goals and suggestive learning activities. What are some of the advantages which are seen in a guiding basic framework?

There would be an opportunity for teachers to plan ahead for effective use of materials. Teachers in many schools must order multisensory aids well in advance of use. In some communities a thoro evaluation or screening of all printed materials must be made before they are put into the hands of pupils.

How to develop interests, abilities, and skills poses a problem for many teachers as they work with no basic framework to guide them. Sometimes a teacher has difficulty determining the kinds of learning experiences his pupils have previously had. Because some school systems do not have adequate inter- and intra-school communication, what might be rich, sequential, unified learnings are more accurately described as "shreds and patches." The complexity of modern society is another reason we need guidance and a basic framework, say some teachers.

The implication for the balance between the amount of guidance given in the form of basic framework and the responsibility which must be assumed by teachers for the development of freely planned learning experiences is clear. What teachers seek is a *guiding* framework in terms of goals and resources and opportunities to use a variety of methods in working toward the outer circle—unity and harmony within the whole thru diversity! #

An Iowa Idea

for an interfaith school shows how religion can be taught about successfully in the public university.

A SKILFUL playwright, setting out to concoct a scene of high drama and intellectual conflict, could scarcely conceive a situation any richer in those elements than that which took place late one afternoon last June on a midwestern university campus.

The occasion was the traditional oral examination given by a faculty committee to candidates for the degree of doctor of philosophy. But this was no ordinary committee, no ordinary student candidate, no ordinary area of study.

Seeking his PhD in the field of religion was a man who had been ordained as a Southern Baptist minister. During his period of study for the advanced degree, he had served as pastor in a Congregational church near the campus. The dissertation which he was prepared to defend before the faculty committee concerned the philosophy of Charles Hodge, the Calvinistic Presbyterian.

In addition to two professors from the department of history, the faculty committee included a Catholic priest, a rabbi, and two Protestant educators of entirely different persuasions.

In the course of some two hours of scholarly give-and-take, the student demonstrated the quality of his research and reasoning to the satisfaction of his interfaith examining committee. Thus the School of Religion at the State University of Iowa granted its eleventh PhD degree.

Philosophy and Organization

That such intensive study in the field of religion should proceed at a tax-supported university is a source of amazement to those who would assume that such a topic could be dealt with only in a private institution of learning. Yet the University of Iowa has long believed that religion is inseparable from education. The university believes that religion should be taught about, unapologetically, comprehensively, and according to the best educational practices.

The Iowa School of Religion is not a theological seminary, nor does it make any effort to prepare students for the ministry of any particular faith. Such activity would be completely outside the province of a tax-supported university, of course. Likewise, the school never attempts to change any student's personal faith.

Instead, the interfaith Iowa school is concerned primarily with educating students *about* religion rather than *in* religion. It has followed this principle thruout its 25 years of existence, with the full approval of educators, theologians, and laymen alike. Thousands of young Iowans have attended its classes voluntarily.

Another factor makes the Iowa school unique among state-supported colleges and universities in the United States: The supervising board of trustees represents both the university and the religious bodies of the state of Iowa. The 39-member board is drawn from distinguished educational, religious, and lay leaders thruout the state and outside it.

No ivory-tower organization, the school is integrated with the university. The school never teaches a course offered by any other department of the university; it urges other departments to set up their own courses whenever they wish to teach something which will contribute to the school's offerings. Administrative expenses of the school are paid from university funds, while faculty salaries are met from contributions by Iowa churches and individuals.

Faculty

The school was organized to include on its staff representatives of America's three major faiths—Protestant, Catholic, and Jewish. It has continued on this basis.

Altho smaller groups are not now represented on the School of Religion faculty fulltime, the door is always open to them. At present they receive sympathetic interpretation from faculty members of the school. Furthermore, clerical and lay leaders of these groups are frequently invited to explain their beliefs to the students.

M. Willard Lampe, who has directed activities of the school thruout its lifetime, explains that three major factors are recognized in the instructional program: religion as a factor in human history, in the life of the individual student, and in the life of the teacher.

This means that faculty members of the school must thoroly understand religion both as a historical science and as a profession of faith. They must also be able to help students find a better understanding of the historic, emotive, and rational roles of religion. Furthermore, they must bring these roles into personal focus as a foundation for reflective loyalty to some controlling faith and purpose.

Finding faculty members who can undertake such a broad assignment is not easy. Teachers for the interfaith school must possess academic fitness comparable to that required in other departments of the university, spiritual fitness as determined by the sponsoring individuals and religious organizations who pay their salaries, and capacity to work in the interfaith spirit of the school. Success has come to the Iowa school only because such people do exist.

Notwithstanding their varying backgrounds, philosophy and religious convictions, the members of the School of Religion faculty have thruout the years worked side by side in adjoining offices, setting an example for tolerance and the spirit of brotherhood which is in itself a valuable contribution to the education of

HARVEY H. DAVIS

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their students. And they are variously assigned to common classes, such as the core course in Religion in Human Culture.

While this course has been planned as a staff project, with the same subjects, sequence of subjects, and final examinations given in each section, each teacher may make additional assignments and is free to point out differences in doctrine and to express preferences. At registration, students are told frankly who will teach each particular section and what viewpoints they hold.

One might ask, "Doesn't this system really result in 'watered-down' religion?" There is much evidence to the contrary. Any number of students have indicated that they have profited thru exposure to differing faiths. They have developed critical understanding and appreciation of many faiths and have built well-founded and strong personal beliefs.

Courses

An informal division of course offerings is found in the Iowa School of Religion, following a principle established early in its history. Each faculty member teaches [a] one or more courses of general religious significance, such as The Bible, or [b] the core course, Religion in Human Culture. He also teaches other courses in line with his special preparation and interests.

Some 35 courses are offered in the School of Religion; most of them are concerned with the three major religious beliefs found in America. Four courses are offered in the Old Testament; other courses are offered in the New Testament, Protestant Faith, History of the Catholic Church, and Elements of Hebrew.

Courses of a more general nature include Living Religions of Mankind—their history, fundamental faith and practice, and place in the contemporary world; Church and State in America—the historical development of this relationship from the colonial period to the present, and an analysis of contemporary problems, especially in education; and Religious Groups of America—their history, worship, and significance in our country's cultural pattern.

Aimed at a better understanding of religion in America, this latter course includes study of such groups as the Bahais, the Mennonites, the Amana colonies, the Trappists, Vedantes, Unity, and other cults, sects, and denominations.

A student's first exposure to the School of Religion, in all probability, takes place during his freshman or sophomore year, when he enrols in the core course, Religion in Human Culture. Like other core courses in the general-education program at Iowa, this is one of the offerings in the humanities which a student may choose in his work for an AB degree.

Readings in Religion and Research in Religion are primarily for the student interested in a more informal study and for the graduate student seeking concentration on some aspect of religion.

Wide Recognition

"Preserving Iowa's Religious Heritage" was a School project which helped to integrate the School of Religion with the life of the state. The plan involved the preservation of the rich traditions of pioneer religious groups, preparation of radio broadcasts, articles on general religion, dramatizations, recordings of hymns, and service to Iowa churches and communities.

Radio, indeed, has helped much to spread the word and the work of the School of Religion. Regular broadcasts over university station WSUI have included "Morning Chapel" and "Religious News" programs, as well as broadcasts direct from the classrooms. Letters from midwestern listeners have shown beyond doubt that thru this medium listeners have broadened their personal religious horizons.

Considerable credit has been given the Iowa idea for progress made in religious education at other state institutions. At the school's twenty-fifth anniversary celebration last May, for instance, Clarence Prouty Shedd of Yale University stated: "The growth of academic instruction in religion at state colleges and universities has been greater during the 25 years of your history than in all the previous history of state colleges and universities in the United States."

Recently the school received a testimonial from a leader of a religious faith in the Near East. This man's faith is not represented on the school's faculty because it has relatively few adherents in this country. However, this leader visited the school's director just to say, "I think that what you're doing here at Iowa is the greatest thing in the world today." #

An Apple for the Teacher

MY MIND recoils at the thought of directing that measureless energy of the children I see dashing along the street on their way to school. So I feel that I should present to that pillar of civilization, the grammar-school teacher, a Big Polished Red Apple. I hereby lay it shyly on her desk.

One of the finest tributes to a teacher appeared in a letter written by the poet Margaret Fishback to the *New York Herald Tribune* last spring. The praise should be given to hundreds of thousands of other teachers, too:

Mabelle Rice, of Parksville, New York, was finishing her thirty-seventh year as first-class (and I mean first-class) teacher at Friends Seminary in New York City, when she died on April 28, 1952. A true immortal, she will never be forgotten by the fortunates who burgeoned under her gracious guidance.

She evoked this exclamation from my 10-year-old son, Tony, now a fifth-grader, when he learned of her death: "I had her for a whole year, and she was never cross. She never uttered an ugly word. She never yelled."

What an obituary! And what a heritage to leave with a child—and his parents!

On May 10, 1943, the following appeared in the *New York Herald Tribune*. It was inspired by Miss Rice, who will live for many years to come in the hearts and memories of hundreds of devoted friends and children.

LINES TO BE ENGRAVED ON A LOVING CUP

My tadpole's teacher I revere.
I've had my pride and joylet here
At home with chicken pox, tenacious.
I love the lad, but goodness gracious,
How happy I will be to send
Him back to Mother's dearest friend,
That saint, that noblest of God's creatures,
That most incredible of teachers
Who stays serene with 20 of them
And even manages to love them!

—MARGARET FISHBACK ANTOLINI

Now, all together, three cheers for the teacher—and while we're about it, make it four.

—SIMEON STYLITES in *The Christian Century*.

Think on These Things

when you hear someone say the schools are godless

JOHN P. MILLIGAN

"THE public schools are godless," said a Protestant minister in a Sunday morning sermon. On another occasion, I heard a Catholic priest make the same statement. I say these statements are not true.

The public schools do not teach about God by catechism, creed, or ritual. But they do provide learning experiences for children and youth which encourage faith in a Higher Power, reverence for the Divine Presence, and awareness of the Spirit of God manifest in the goodness of men.

Broad concepts of God are illustrated in the schools' teachings about the mysteries of nature, encouraged by the schools' stress on moral and spiritual values as guides to conduct, and exemplified in the lives of godly teachers.

I believe—and I am sure that the majority of public-school teachers and administrators believe—that:

God is good.

Good is manifested in the lives of all good men.

The good spirit is in all of us and is a source of guidance, comfort, and strength.

The Ten Commandments and the Great Commandment are guides for all human relations.

Prayer includes thinking about good, which creates good.

One should habitually worship God in church or synagogue, mosque, or temple.

The good spirit will, at last, permeate all human relations.

Let us see how each point in this creed is sustained by school practices.

God is good. One sees the good at so many points in school. Good is present in the helpful attitude of teachers and students. Good is present in all good literature. Good is present in precepts the teacher stresses.

Teachers advocate good conduct, not bad conduct; honesty, not dishonesty; truth, not lying; industry, not sloth; order, not chaos; good humor, not bad humor. Furthermore, most school activities are designed to give students experience in living according to these precepts.

In arithmetic, children learn accuracy; in geography, breadth of mind; in history, respect for mankind; in astronomy, reverence; in physical education, sportsmanship; in homeroom activities, good manners.

Good is in the lives of men. Our children have rich opportunities to learn in school about the lives of many good people. Great characters in literature also emphasize the force of goodness in human affairs.

The good spirit is in us. Most teachers listen to the troubles of their students and do what they can to assuage them. Most good high-schools today have teacher-counselors available for helpful student conferences. These counselors will tell you that they do not deal with academic questions only.

The Ten Commandments and the Great Commandment are guides in human relations. A few teachers fail frequently, and all of us fail occasionally, to demonstrate the Law of Love; but, on the whole, the school follows these guides well.

Prayer includes thinking about good, which creates good. In many schools the students repeat the Lord's Prayer each day. Some primary teachers I know have the children bow their heads for grace whenever morning milk and crackers are served. But the creative force of prayer is also to be found in classroom situations which focus thought on goodness—even tho they do not involve traditional prayer forms.

Nearly all elementary teachers and highschool teachers of English read inspirational poetry to their students. Most teachers discuss with their students the need for good behavior in school and community. Social-studies teachers praise good conduct in history and consider ways by which society may advance the common good.

One should habitually worship God in church or synagogue, mosque or temple. Most teachers are church members and attend regularly. Many serve the church actively.

The good spirit will, at last, permeate all human relations. Improvement in human relations is at once the greatest task ahead and the greatest achievement to date of the modern public school.

In many schools, teachers of different races and religions work side by side. Even where segregation of races is practiced, joint committees of teachers are at work. Teachers, north and south, are in the vanguard in programs aiming to build better foundations for human relations.

The program of the schools is designed to enhance the values of peace, not war. The public schools are great supporters and builders of a better life for all men everywhere. Teachers seek to enhance the uniqueness, the value, of each human life.

God is in school. By teaching goodness, the public schools are teaching about divinity. By stressing spiritual values, the schools strengthen faith in God. Surely, the will of God is being done in the public schools of America. Surely, these schools are *not* godless. Think on these things. And look about you! I think you will agree that God is in the school. #

Mr. Milligan is superintendent of schools, Atlantic City, New Jersey.

Spiritual Values

APPEARING often in our conversation and writing these days is the topic, "Spiritual Values in Public Education." Distracted by many of our arguments, we find it hard to focus properly on this theme.

Fairmindedness

What we need above all when we consider this topic is fairness of judgment. Our schools are entitled to it. Unfortunately, this elementary requirement has not been too scrupulously observed.

In 1848, Horace Mann noted that many attackers of schools, instead of offering specific constructive criticism, "denounce our system [of free public schools for the whole people] as irreligious and anti-Christian." In 1952 Associate Justice Jackson of the Supreme Court acknowledged that such thinking is still common. In his dissenting opinion in the case of released time for religious training in New York schools, he challenged the "suggestion that opposition to this [released-time] plan can only be anti-religious, atheistic, or agnostic."

Our schools are not beyond criticism. They must expect—should, indeed, welcome—criticism. But we must be sure the criticism is fair.

Church-State Separation

Now let's define our terms. First, *public education.*

After our country achieved independence, it took almost a century to establish a free school system separated from church entanglements. In such a system, people saw an expression of the principle of church-state separation set forth in the First and Fourteenth Amendments.

This "is strikingly illustrated," said Associate Justice Felix Frankfurter in a March 1948 decision, "by the fact that every state admitted into the union since 1876 was compelled by Congress to write into its constitution a requirement that it maintain a school system 'free from sectarian control.' "

None of this means that schools are hostile to religion. The recent decision of the Supreme Court in favor of released-time is one more bit of evidence that hostility to religion is not even contemplated.

But even as Associate Justice Douglas, speaking in behalf of the majority, said: ". . . So far as interference with the 'free exercise' of religion and an 'establishment' of religion are concerned, the separation must be complete and unequivocal. The First Amendment within the scope of its coverage permits no exception; the prohibition is absolute."

Not hostility to religion, much less a yearning for godlessness, motivated the desire for separation. Again it is instructive to listen to Mr. Frankfurter: "The secular public school did not imply indifference to the basic role of religion in the life of the people, nor rejection of religious education as a means of fostering it. . . .

"The sharp confinement of the public schools to secular education was a recognition of the need of a democratic society to educate its children, insofar as the state undertook to do so, in an atmosphere free from pressures in a realm in which pressures are most resisted and where conflicts are most easily and most bitterly engendered.

"Designed to serve as perhaps the most powerful agency for promoting cohesion among a heterogeneous democratic people, the public schools must keep scrupulously free from entanglement in the strife of sects."

In our context, therefore, the term *public education* describes free public schools which may not be utilized by or united with churches.

Cautions About Spiritual Values

And now the term *spiritual values.* Before I suggest a working definition, I want to make several points:

First, the fact that unanimous or even wide agreement may not be reached as to the ultimate *source* or *sanction* of spiritual values does not mean that such values cannot be taught.

Let us say we want to teach the importance of honesty. Some of us feel the most cogent arguments for honesty are supplied by the Biblical religion. Others feel that honesty is more firmly rooted and justified in another religion.

Here is ample opportunity for investigation—and, if you're in the mood for it, even for debate. But the importance of honesty can be taught and exemplified by both groups.

Second, we ought to beware of the idea that some professional group is the best custodian and transmitter of spiritual values.

Assuming that we agree to some extent on what spiritual values are, it would be fatal—to spiritual values especially—if the impression were circulated that such values must be taught by socalled professional "spiritualists."

Third, in selecting methods for teaching spiritual values, let us be sure we do not recommend strategies that are transparently unable to serve these values truly.

Suppose I were eager to teach students scientific method and the value of science. Suppose I demanded one hour a week, during which students would listen to some generalizations, homilies, and anecdotes about science. Do you think I could justifiably declare, "There has now been made provision for the study of science"? No one could take such an opinion seriously.

Spiritual values, in other words, are not the private property of some few, nor are they material released for an hour's contemplation.

This does not mean that spiritual values cannot be taught or communicated. Furthermore, it does not imply that formal, disciplined study of such values, at regular intervals, is impossible. It does not deny that some men may be more sensitive to the reality of spirit than others.

But if spiritual values exist, it is the task of our schools to teach them. If our schools teach them, the instruction must be carried on in that spirit of investigation and academic responsibility which characterizes all study of a high order. And if these values are to be exemplified, it is the obligation of *all* our teachers—from

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in Public Education

JUDAH GOLDIN

the instructor in arithmetic to the coach in the stadium—to make these values vivid and cherished. Practice of these values must not be compressed into an hour but must be expanded over a lifetime.

Defining Spiritual Values

But what are these spiritual values? Which of these values can be taught in a school system which must be separate from church bodies? I recommend as an operating definition the one suggested by the Educational Policies Commission: "By moral and spiritual values, we mean those values which, when applied in human behavior, exalt and refine life and bring it into accord with the standards of conduct that are approved in our democratic culture."

This is not necessarily the best or most felicitous definition one could arrive at. But I respect it because it comes out of the experience of educators who are earnest in their efforts to inculcate moral and spiritual values, while at the same time remaining true to their trust—which is to maintain a school system free from church entanglements.

Among the values which "exalt and refine life," the EPC lists respect for human personality, moral responsibility, belief that institutions are the servants of men, belief that common consent is better than violence, devotion to truth, respect for excellence, moral equality, brotherhood, pursuit of happiness, and spiritual enrichment.

We might draw up a somewhat different list. We might word some of these ideals differently, thus underscoring shades of meaning which in this formulation do not stand out.

But we need to recognize that these are values that can be taught by our schools and that our schools are concerned with. We need to recognize that when these values are taught, the teaching must conform to the canons of instruction at its best. We need to recognize that these values are in the province of teachers who participate in the full curriculum of studies. And we need to recognize that exposition and illustration of these values must not be confined to an hour of socalled spiritual lessons.

Appraising Our Teaching

Now here one may ask: Can this program be sufficient for a person who feels that there are additional values which public schools cannot teach? Are public schools successfully carrying out their program of instruction? If there *is* instruction in the importance of ethical values, why is our society in such a desperate moral state today?

These are legitimate and necessary questions. We must never cease to raise questions like these. But these are questions which do not invalidate the grounds on which public education in the US was established.

It may well be that many parents consider public-school instruction in spiritual values insufficient. Hence alongside public education there exist schools of another character. That we have these other schools does not mean, however, that public schools are hostile or indifferent to spiritual values.

I do not deny that in public schools there may be teachers who fail to emphasize adequately the importance of spiritual values. When that accusation is made, however, let the evidence be brought forth clearly, justly, and with that respect toward schools which we expect for ourselves when we are charged with failure.

If we feel that public schools are *not* successfully teaching spiritual values, we ought to suggest how they can do so within the framework which the fathers of this country set for them. If we circulate rumors that public schools encourage godlessness, indifference to moral imperatives, and hostility to religious life, we may destroy these schools. And if we destroy these schools, we may destroy a number of values—spiritual values, if you please—which we enjoy because we live in a democracy where such schools exist.

It is not an exaggeration to say that many of our freedoms are commonplace in this country only because generation after generation has been taught in our public schools that these freedoms are the components of our American heritage. Nor do I think it excessive to say that even nonpublic schools have been beneficially influenced in fundamental ways by the character of our public schools.

The very resistance to sectarianism which public schools have exemplified has done much to ease unnecessary strains that exist among various sects and denominations. Because of the parallel existence of public schools, denominational schools have learned how to make their particular emphases with better grace and greater fairness.

And if schools are carrying on their instruction in spiritual values, why are we in so demoralized a predicament? Why indeed? Why is it our churches have made so little impact on contemporary life? Why is it our books and newspapers and all our brilliant devices have not contributed more to improvement of moral life and conduct? Why is it our politics prove so disappointing?

These are questions on which I would like to hear answers not only from our educators, but also from our statesmen, scholars, writers, artists, philosophers, clergy, neighbors—and above all from my own heart. #

The local association considers moral and spiritual values

HAVE you seen "The Local Association Considers Moral and Spiritual Values"? This four-page discussion guide, issued as *Local Association Activities Leaflet,* Number 15, was prepared by the staff of the Educational Policies Commission. It contains suggestions on planning a meeting on moral and spiritual education; technics to encourage participation; self-rating scales; discussion questions; references to books, pamphlets, films and filmstrips; and suggestions as to people who would be able to contribute to a program on moral and spiritual values.

To guide teachers' discussion of moral and spiritual values into concrete channels, the leaflet suggests that problem situations such as the following might be presented:

When Miss Burrows called upon Emily, all eyes would turn toward the plain little girl in amused anticipation. Emily lisped. Recitation by her often brought exchanged glances and repressed giggles. Today was no exception, only the giggling was no longer repressed but burst forth before Emily had spoken. The girl flushed and said nothing. Miss Burrows told the class to be quiet and let Emily say what she had to say. What would you have done?

The class was planning a debate for the following day. Jonathan had been selected to be one of three to take the affirmative. Tho usually cooperative, he said he could not take part. When pressed for a reason, he stated that he would be absent the next day as that was the New Year. Another boy said, "He's crazy. How could it be New Year in September?" The teacher asked Jonathan to explain Rosh Hashana. What would you have done?

Three thousand spectators were demanding a final touchdown as the Lincoln High team marched steadily toward Euclid's goal posts. After a scrimmage, a Euclid boy lay groaning on the field. Lincoln High drew a 15-yard penalty for unnecessary roughness. As the Euclid player was helped off the field, he winked at a teammate. Seeing the wink, the Euclid coach realized the injury was "put on" but his eyes returned to the game. What would you have done?

Copies of "The Local Association Considers Moral and Spiritual Values" have been mailed to local-association presidents. Free copies may be obtained by writing to NEA headquarters. Ask for *Local Association Activities Leaflet,* Number 15.

"I like local

—*says Schoolboard Member*

SAMUEL R. ROSEN

IT IS unusual, I suppose, for a member of the board of education to pay tribute to a public-school teachers association. Nevertheless, I intend to pay tribute to the Poughkeepsie [New York] Teachers Association.

This organization of 250 teachers, supervisors, and administrators has conducted thru the years a wholesome, professional, forward-looking program that has led to much progress in our local school situation.

Not the least of the association's progressive policies has been a basic attitude of cooperation and mutual helpfulness toward the board of education. This constructive approach has yielded beneficial results to both the teaching staff and the schools of our city.

A striking example of effective cooperation occurred in June 1951, when the educational program of Poughkeepsie faced a serious financial crisis. A referendum was held for the purpose of raising the tax limitation from 1.25% to 1.50% of full valuation, thus increasing the funds available for educational purposes. The teachers association organized a steering committee to cooperate with the board of education and to develop plans for teacher activities in this undertaking.

Numerous posters, leaflets, and folders were prepared; representatives spoke at meetings of civic organizations; a telephone committee urged extensive citizen participation at the polls; teachers arranged to baby-sit in order to permit parents to vote; and a teacher was stationed at each polling place to assist wherever needed. The referendum passed successfully, and the outlook for schools and teachers brightened.

Not only in financial matters has the association aided the schoolboard, however. It has consistently helped to maintain a constructive approach to teaching as a profession. Last year, with the approval of the board of education, the group initiated, planned, and conducted workshops on professional problems.

These workshops were led by members of the local association. Experts from the NEA, other professional groups, and the state department of education served as consultants. The plan was so successful that a similar project is planned for this year. This interest in analyzing and attempting to solve their educational and professional problems is highly commendable.

In the field of public relations, too, the Poughkeepsie Teachers Association has been active. It was this group that recommended to the board of education the formation of a citizens advisory committee to study salary schedules for teachers. This plan has been extended to include citizen committees working in an advisory capacity on such school problems as the budget and the site for the proposed new highschool.

Another example of how the local association helps stimulate public interest in schools involved cooperation with the Federated PTA Council of Poughkeepsie and the local chapter of the American Association of University Women. These three groups formulated a set of qualifications deemed desirable in a candidate for the board of education.

Poughkeepsie had just resumed the practice of electing its schoolboard, and this analysis of qualifications was designed to encourage outstanding citizens to seek election. After the statement was published, four candidates filed for election.

The event was one more example of how the work of the Poughkeepsie Teachers Association benefits the schools, teachers, and community. #

Mr. Rosen is a lawyer in Poughkeepsie, New York, and is a member of the local board of education.

associations"

OUR LOCAL ASSOCIATIONS

—says Superintendent

CHARLES M. ROGERS

IT HAS been my good fortune during the past 17 years to work closely with the Amarillo [Texas] Classroom Teachers Association and the Principals and Supervisors Club of Amarillo.

Both these organizations have cooperated continuously with the schoolboard and with the school administrative staff. Both organizations have consistently had fine professional leaders with whom it has been a pleasure for us to work. And thru working together we have achieved much.

For example, several years ago an association committee cooperated with the superintendent to revise schoolboard regulations concerning teachers. The schoolboard adopted the revision with minor changes.

Among the recommendations were some rather high requirements for continued professional preparation of teachers. The board was so pleased with the high standards which teachers set for themselves that it granted practically all benefits requested by teachers.

Recently, teachers and principals representing the two associations aided the schoolboard in drafting a new salary schedule. The board adopted the schedule unchanged.

Mr. Rogers is superintendent of schools, Amarillo, Texas.

The local associations have also prepared recommendations concerning cost-of-living adjustments, sick leave, and salary deductions for life insurance and group hospitalization. These recommendations have been mutually satisfactory to the schoolboard and the associations.

In the public-relations field, the local associations have made important contributions. Teachers have placed in the waitingrooms of professional people in the community copies of the NEA JOURNAL and *Texas Outlook,* official publication of the Texas State Teachers Association.

An annual dinner in the spring has attracted more than 500 teachers and citizens. These dinners have been addressed by educational leaders from across the nation.

The local associations have also sponsored social affairs for teachers. With so many new teachers entering our school system, these activities are particularly necessary. They help new teachers feel at home and aid in developing an esprit de corps among teaching and administrative personnel.

One of the chief values of a local education association results from its morale-building capacity. Thru the work of the association, teachers help determine policies which affect their welfare. Teachers are able, in cooperation with administrative personnel, to take constructive steps toward meeting problems of schools and teachers.

Another value of the local association results from its promotion of the professional spirit. Teachers take pride in belonging to—and sharing in the work of—the Amarillo Classroom Teachers Association.

Since 1944 the association has campaigned for 100% membership in local, state, and national associations. This has been achieved. In addition, all primary teachers and many other teachers and administrators belong to the Association for Childhood Education International.

These, then, are the over-all functions of local education associations: to cooperate with the administrative staff in meeting the problems which face schools and teachers, and to encourage among teachers a growth of the professional spirit.

The Amarillo Classroom Teachers Association and the Principals and Supervisors Club of Amarillo perform these functions in an outstanding way. My work with these local associations has been pleasant for me and profitable for our schools. #

Oklahoma Legionnaire *Speaks Out*

THERE is no doubt that communists and fellow-travelers are endeavoring to make inroads into every activity of American life. Some people seem to forget this and to think that the only place the communists bore from within is the American school system. Nothing could be further from the truth.

In fact, in Oklahoma there is probably no professional group that is as free of the communist taint as are public-school teachers. During a good many years of working and associating with public-school teachers of Oklahoma, this editor has yet to find an out-and-out Red in the profession. On the other hand, practically every elementary-school teacher has the children give the pledge of allegiance to the flag at least once each day, and is constantly reminding youngsters that loyalty to one's country is the same as loyalty to one's own kith and kin. . . .

Schoolteachers are like people in other professions. Some are ultra conservative, some are exceedingly progressive, some are middle-of-the roaders, and some are not particularly interested in controversial matters. We need to remember that schoolteachers come from the same homes that furnish us our lawyers, doctors, farmers, laborers, and businessmen. They are subject to the same personal urges, emotions, and concepts. But all of them that we have ever known have gone to school long enough, and are practical enough, to avoid the communist trap.

—*From an editorial in the* Oklahoma Legionnaire, *July 1952.*

What's new in Schoolbuilding Design?

HOW are school plants being adjusted to changes in curriculum and instructional method? What new materials are in use? Are there new uses for old materials? Are there ways of reducing cost without reducing quality?

Educators will find answers to such questions as these at the schoolbuilding architectural exhibit which accompanies the coming convention of the American Association of School Administrators. The convention is scheduled for February 14-19 in Atlantic City, New Jersey.

The schoolbuilding architectural exhibit is but one feature of the AASA convention scheduled for Atlantic City, February 14-19, 1953.

Planned around the theme, "Education for National Security," the program also includes discussion groups and clinics; general sessions addressed by nationally known speakers; meetings of some 60 affiliated organizations; and the world's largest exhibit of school equipment, supplies, and books.

For reservations write to AASA Housing Bureau, 16 Central Pier, Atlantic City, New Jersey.

First Architectural Exhibit

The idea for an architectural exhibit was put into practice at the 1950 AASA convention. Then, too, superintendents and schoolboard members were asking such questions as are listed above. The NEA, AASA, and American Institute of Architects responded by jointly sponsoring the exhibit. Architects from thruout the nation displayed drawings, models, and photographs of school plants that had been constructed within the preceding five years.

The visitors observed that modern schoolbuildings are planned from the inside out rather than from the outside in. *Use* has taken precedence over *ornamentation*. The clear-cut lines of simple, modest design have replaced pitched roofs, porticos, parapets, and massive bell towers.

Schoolbuilding design today is chiefly influenced by two factors: the educational needs of children and the necessity for economy in construction. At the 1950 exhibit several major trends were evident:

[1] Classrooms were losing some of their institutional look. Bright plastic floor covering, colorful paint, and improved lighting brightened rooms and made study easier.

[2] More provisions were made for pupil activity. Classrooms were larger. Most furniture was movable. Work alcoves and conference rooms permitted variation in instruction to meet the different interests and abilities of individual pupils.

[3] School sites were becoming larger with special emphasis given to wellplanned outdoor play areas. Where land was available at reasonable cost, it was not unusual to see school grounds of 10 to 20 acres. Many were larger.

[4] One-story buildings were becoming more common at both the elementary and highschool levels. Architects and schoolbuilding specialists pointed out that such buildings were safer, less noisy, and less costly than multi-story buildings.

Growth of the Exhibit

The 1950 schoolbuilding exhibit was an experiment in convention-program planning. It was so valuable as a source of ideas and specific information that similar exhibits were held at the 1951 national convention and at the three regional conventions in 1952.

The following list of new practices suggests the type of information which the architectural exhibit brings to the AASA convention:

[1] Shops and music rooms are being strategically located, and walls are being given special acoustical treatment to reduce noise.

[2] Glued laminated-wood beams are being used instead of expensive, hard-to-get steel.

[3] Sloping ceilings are being used to improve light distribution and reduce space to be heated.

[4] General-purpose rooms are being conveniently located in the building to facilitate community use.

[5] Some buildings have *single-loaded corridors*. Such a corridor is contiguous with an outer wall of the building, so that classrooms open onto the hall from only one side. This reduces congestion in the hall. With corridor roofs lower than the ceiling of the adjoining classrooms, windows can be installed above the hall, giving classrooms bilateral lighting.

Such practices as these indicate the need for administrators, teachers, and schoolboard members to be well-informed on trends in school construction. The schoolbuilding architectural exhibit at the AASA convention makes this possible.

—SHIRLEY COOPER, *assistant secretary, American Association of School Administrators, an NEA department.*

Visitors to a 1952 AASA regional convention view exhibits.

Education is big business

for the federal government, but lack of over-all federal policy results in wasteful duplication in many federal educational activities.

EDUCATION is now big business for the federal government—a $3.5 billion enterprise in 1950. Right now, about 300 different educational programs are operated or financed by the federal government. There is scarcely an agency that does not have some type of educational program.

Some of these programs involve millions of citizens; others, only a handful of specialists. So extensive are these programs that they affect, directly or indirectly, every citizen of the United States and its territories, and many people of foreign lands.

By far the largest portion of the federal government's educational activities is devoted to defense or war-incurred obligations. By the same token, the principal recipients of educational aid are veterans and federal personnel — military and civilian.

This situation is a far cry indeed from the original federal-aid concept of grants for the over-all promotion of education within the states. It is a reflection of the troubled times in which we live, of a world teetering on the thin line between war and peace. It is a reflection of a world increasingly dependent on complex technological skills to maintain a high standard of living and to fight its wars.

Education is basic to technological advancement, as well as to cultural growth. To the extent that education promotes specific aspects of the welfare and security of the people, it has been employed by federal agencies working toward these ends. Education has been used rather than promoted by the federal agencies, a statement well substantiated by the fact that only 1% of the $3.5 billion spent for education in 1950 was devoted to the over-all promotion of education.

Educational Programs of the Defense Department

Education for military personnel is offered thru approximately 48 different programs administered by the various branches of the military forces. These programs have two worthy and ambitious primary purposes:

[1] To train military and civilian personnel in the many intricate technical tasks and other military activities needed to build and maintain a strong defense establishment in a world of modern warfare;

[2] To provide civilian-type education for military personnel on and off duty to enable them to continue their basic education and to fit themselves better for military and civilian life.

Thus we have on one hand the highly specialized institutes and training schools, such as the National War College, the Navy School of Photographic Interpretation, and the Air Force aircraft-equipment maintenance schools. Here there is no attempt to duplicate existing civilian facilities.

On the other hand, many of the off-duty, nontechnical educational programs financed and operated by the Armed Forces provide courses quite similar to those in established elementary and secondary schools, trade schools, and even colleges and universities.

Together, the specialized and general education programs of the Armed Forces in 1950 cost the taxpayers more than $250 million.

Research Programs

In 1950, the federal government spent almost $100 million for research in colleges and universities. This amount was greater than that appropriated for any other area of educational activity except veterans education. More than a dozen federal agencies were engaged in research activities in 1950 in cooperation with nearly 200 colleges and universities. Contracts placed by the Defense Department, the Department of Agriculture, and the Atomic Energy Commission account for almost all the appropriations made for research purposes.

By far the largest share of federal funds expended for research at present is for activities in the physical, biological, medical, engineering, and other technical sciences conducted under the auspices of the Defense Department. The contracts generally call for applied or developmental research, altho some basic research is also authorized.

Veterans Educational Benefits Program

The GI Bill of Rights of 1944 [Public Law 346, Seventy-Eighth Congress] was not enacted to promote education but to provide a type of serviceman's bonus. By June 30, 1951, the education and training program for veterans had cost the federal government $12.2 billion and had included at one time or another 7½ million men and women, or about half of all the veterans of World War II. For a piece of legislation not intended to promote education, the GI Bill has involved more people and more money and has made a far greater impact on our educational system than any other federal educational activity.

On July 16, 1952, the Congress passed a new GI Bill [Public Law 550, Eighty-Second Congress] to provide educational benefits for veterans of service since June 27, 1950. When this new law gets into full operation, it has been estimated that $1 billion a year in federal funds will be paid to student veterans. The author of the new GI Bill, Congressman Teague of Texas, has said, "The Act is probably the most significant step in the field of education which will be taken by Congress during the next several years."

A special act [Public Law 16,

A Time for Every Purpose

Take time for work—
It is the price of success.
Take time to think—
It is the source of power.
Take time to play—
It is the secret of youth.
Take time to read—
It is the foundation of wisdom.
Take time to be friendly—
It is the road to happiness.
Take time to dream—
It is hitching your wagon to a star.
Take time to love and be loved—
It is the privilege of the gods.
Take time to look around—
It is too short a day to be selfish.
Take time to laugh—
It is the music of the soul.

—Irish prayer from the Michigan Educational Journal.

Seventy-Eighth Congress] provides education and vocational rehabilitation for disabled veterans of World War II and, by amendment, to disabled veterans since June 27, 1950. All rehabilitation expenses are federally paid, but the choice of courses is prescribed by the Veterans Administration.

School Assistance for Federally Affected Areas

During World War II new military and defense industry centers were opened; others were greatly expanded. This caused abnormal shifts in population as millions of families moved near these defense installations. In turn, the school systems in these areas of sudden expansion were flooded with children they weren't prepared physically or financially to handle.

The federal government recognized its obligation to relieve this critical situation. From 1940 to 1947 it provided funds thru the Lanham Act for school construction and operation in critical defense areas.

With the increased tempo of defense activities resulting from the Korean conflict, the same critical situation arose. Consequently, the federal government renewed its policy of aid to schools whose resources were overtaxed by the impact of defense industry or federally-connected activity.

Public Laws 815 and 874, both passed by the Eighty-First Congress in September 1950, provide financial aid for school construction and for maintenance and operation respectively. Over $100 million was made available in 1951 under these two laws, a part of which went for aid to about 300 school construction projects.

Miscellaneous Educational Programs

Altho the lion's share of federal funds for education is channeled into defense-related programs, many other special educational programs are also in operation. Several agencies of the government promote special instruction in the schools, such as the Civil Aeronautics Administration in the field of aviation education. Many agencies provide personnel training ranging from the preparation of typists on the job to advanced college and graduate work.

Some of the programs are conducted by the departments themselves; some are under contract with civilian and federal educational institutions. Some are formal courses; some, informal discussions.

The federal government also is charged with the operation of an elementary- and secondary-school system for American Indians and for the territories and possessions of the United States, including the District of Columbia. An intensive academic and vocational educational program is available to the inmates of federal penal institutions. Also under federal sponsorship is a program for the international exchange of persons who attend American civilian educational institutions, federal schools, or who receive inservice training in some of the federal agencies.

This brief review of some of the significant examples of federal educational programs serves to emphasize the fact that there is no over-all federal policy on education. This leaves the responsibility for education scattered thruout the structure of government, leaving little or no agency leadership at the federal level. The result is overlapping, competition, and often wasteful duplication in federal educational activities.

—J. L. MC CASKILL, *director NEA Division of Legislation and Federal Relations.*

[Next month Dr. McCaskill will discuss the history and current activities of the US Office of Education.]

Did you know—

that *the NEA Division of Legislation and Federal Relations keeps in touch with developments in nearly 300 federal educational programs in practically all agencies and departments of the government? Policies and regulations of these agencies and departments affect the interests of public education directly or indirectly.*

that *73 communities thruout the US are consulting with the NEA Division of Adult Education in connection with selfevaluation studies of their own adult-education programs?*

that *the American Legion has officially commended the National Education Association and the teaching profession for their continued assistance to the Americanism program of the American Legion? [See page 387 of the October* Journal.]

that *the United Business Education Association, an NEA department, is cooperating with the US Office of Education and other groups in alerting schools to the widespread shortage of stenographers and typists and the need for adequate education for business?*

that *each issue of the NEA* Journal *uses nearly seven carloads of paper and one and a quarter tons of ink? Its more than 500,000 copies come from the rotary press at an average rate of 200 a minute. If copies of one issue were stacked on top of each other, the column would be seven and a half times the height of the Washington Monument.*

that *the NEA supported legislation in the Eighty-Second Congress which resulted in an appropriation of $195 million to provide aid for minimum school facilities in communities adjacent to defense and military areas? More than 900 school districts in the US have applied to the US Office of Education for this help.*

WE HAVE ONLY TO LOOK

I Salute You

I am your friend, and my love for you goes deep. There is nothing I can give you which you have not; but there is much, very much, that, while I cannot give it, you can take. ¶ No heaven can come to us unless our hearts find rest in today Take Heaven! No peace lies in the future which is not hidden in this present instant. Take Peace! The gloom of the world is but a shadow. Behind it, yet within our reach, is Joy There is radiance and glory in the darkness, could we but see —and to see, we have only to look. I beseech you to look ¶ Life is so generous a giver, but we, judging its gifts by their coverings, cast them away as ugly or heavy or hard. Remove the covering and you will find beneath it a living Splendour, woven of Love, by Wisdom with Power. Welcome it, grasp it, and you touch the angel's hand that brings it to you. Everything we call a trial, a sorrow, or a duty, believe me, that angel's hand is there, the Gift is there, and the wonder of an over-shadowing Presence Our joys, too; be not content with them as joys. They, too, conceal diviner gifts. ¶ Life is so full of Meaning and Purpose; so full of Beauty—beneath its covering—that you will find earth but cloaks your heaven. Courage then to claim it; that is all! But Courage you have, and the knowledge that we are pilgrims together, wending through unknown country, home. ¶ And so at this time I greet you: not quite as the world sends greetings, but with profound esteem and with the prayer that for you, now and forever, the day breaks and the shadows flee away.

Extracts from a Christmas letter written by Fra Giovanni, A. D. 1513

Are They Ready for College?

Adequate preparation of college-bound students continues to be one important function of the high school.

CARL C. BYERS

THE college-preparatory function of the highschool is still an important one. This is true despite the highly desirable presentday emphasis upon the life-preparatory function of secondary education. Of course, a greater percent of graduates go on to college from some highschools than from others. But practically every highschool has the job of preparing some of its students for higher education.

In this article we will not be concerned with the college-preparatory *pattern of courses*. As a matter of fact, some research has indicated that the pattern is not a significant factor in determining success in college. Some research has shown that students who have acquired good study habits, wide interests, and proper attitudes, and who have mastered such basic skills as reading and note-taking are the most likely to succeed in college.

Mr. Byers is superintendent of the Parma Public Schools, Parma, Ohio.

Recall your own college days. What were your chief difficulties as a college freshman? Had you learned in highschool the importance of meeting deadlines? Were you taught how to take notes and make outlines effectively? Was the writing of themes a dreaded chore because you hadn't learned how to express your thoughts and results in writing?

You knew how to read, but were you able to comprehend to your satisfaction what you read? Did you have trouble planning a practical study schedule? Were assignments prepared at the last minute "in sheer desperation" or on a "catch-as-catch-can" basis? Was it rush to dress, rush to eat, rush to class, and even rush to sleep?

If you experienced none of these nightmare experiences during that neophyte year, you were indeed fortunate. Being a college freshman is not easy. Why can't we do more in highschool to prepare students for these freshman pressures?

How To Do It

Let's begin by spending more time on lesson assignments. Some of our best teaching and counseling can be done at this point. Here is our golden opportunity to build study incentive and suggest the how and why of good study habits.

The best education is caught, not taught. Young people follow that which they see demonstrated—and made practical. Here is our opportunity to prove that guidance is a process of helping a young person discover, not only himself, but his best self.

We talk much about budgeted spending and budgeted giving. Why don't all of us take time to discuss with young people the significance of time budgeting, the reasons that deadlines must be met, and how best to plan for the requirements of an assignment? If we "cram" assignments and "rush-push-shove" subject-matter down the throats of young people, what kind of time budgeting can we expect from them?

Three cheers for the teacher who takes time to teach his students how to study, how to outline, how to write themes, how to find and use reference material, and how to or-

How far can you go into the woods?

AN OLD riddle asks, "How far can you go into the woods?" The answer is, "Halfway—for after that you start to come out."

The first months of teaching are often months in which the experience is similar to that of going deeper and deeper into the woods. About this time of the school term you ask, "How far can you go into the woods?" And the answer is that about this time of the school term, halfway, is when you start to come out.

Of all the woods into which a teacher goes, none is more tangled and confusing, with so many brambles to annoy you and trees to block your path, than is the Forest of Discipline. You will come out of it faster and with fewer mental scratches and professional bruises if you recall a statement from your college psychology courses.

No, you don't have to dust off the book and reread it—just recall the page where it said, "All behavior is caused." Then, the next time your pupils misbehave, or require so much energy to control that you have none left for teaching, ask yourself, "What is it they are trying to tell me?"

Squirmy and wiggly? They may be saying that you forgot to watch the temperature and ventilation or that their seats aren't comfortable or that it has been too long since they played or had free bodily movement.

Talkative, chattering, and whispering? Perhaps they are saying that the teacher talks all the time during the lesson, that they have no legitimate ways to talk to each other and share ideas, so they must snatch at every opportunity to communicate.

Inattentive and listless? They could be saying, "Teacher, these lessons are dull! Can't you pep them up with something that touches the things we're really interested in?" Or they might be saying, "I'm sleepy. I stayed up late last night. I had to hurry to get the bus. I had no breakfast."

Smart-alecky and showing-off? He may be saying, "I've got to be important among my classmates—and since this school doesn't make me important, I'll do it myself by being a nuisance."

Once you learn to read the behavior of pupils, you have started out of the woods of discipline trouble. You have ingenuity and knowledge enough to meet the needs of young people when you understand these needs. And as Mowgli was advised, "A brave heart and a courteous tongue . . . shall carry thee far thru the jungle."

—CLARA COCKERILLE, *assistant superintendent, Armstrong County Schools, Kittanning, Pennsylvania.*

For the beginning teacher

ganize their school days, including extra-school activities. When these students become college freshmen, as well as during the remainder of their highschool days, they will be grateful indeed for this practical preparation. If students know how to organize their study hours, it follows that they will have more time for other activities, and their college experiences are less likely to be a rat-race.

Stop and think! Who, why, and what are we teaching? Whether formal schooling ends with highschool graduation or whether it continues into the college level, it must be more than the imparting of subject-matter.

Along with subjectmatter must be stressed the importance of such values as character, purpose, industry, and mastery—the tools of competent daily living.

If highschool students are taught how to learn and how to apply the things they learn, they have acquired vital qualities essential to future knowledge, happiness, and success. If they have learned their lessons well, they will always be students, no matter what careers they may choose.

Clarifying Student Goals

One of the greatest decisions students make is choosing their future careers. Too often they are left to their own resources in solving this problem. Consequently, in college they are sometimes confused and uncertain about their goals.

As another way, then, to help your students prepare for college, why not establish a senior guidance room, so as to stimulate some serious thinking by students about what they should do with their lives? "Looking Toward College" might well be an appropriate theme for such a set-up.

A Career Day once or twice a year is good, but not enough. Too often college informational materials are received and placed on the corner shelf to gather dust. And scholarship announcements and posters are given the routine bulletinboard posting and spoken of as guidance.

Why not provide a special year-round room for this material? In the room would be biographies, autobiographies, and other books running the gamut of possible careers. Whet the appetites of interested students by encouraging them to read the life stories of successful men and women.

During the year, invite men and women in the various professions to come to the senior guidance room to talk with interested students. There students can learn about the advantages and disadvantages of various occupations, the training required, and colleges that offer the best preparatory courses for the various professions.

Information on occupations that do not require college preparation can be provided for students not planning to enter college. People from the various trades can be invited to sit down with students in a congenial atmosphere for discussion of their respective job requirements.

This room can also serve as a convenient place for representatives from colleges and universities to interview prospective students. Members of the National Honor Society can direct the senior guidance room activities, aid students in finding information desired, arrange conferences, and welcome visiting guests.

A steering committee of new teachers in your highschool, fresh from college campuses, can also meet periodically with potential college students. These teachers can discuss such matters as preplanning for the strenuous schedule of study, written work, and reading that confronts all college students.

The Time Is Now

Instead of waiting until our highschool students are freshmen in college, let's get them ready for college now. The results of such a program are directly proportional to the vision and long-range planning of the building principal and his staff.

Our job—the fascinating task of every alert, growing teacher—is to take a lot of live wires and see that they're wellgrounded, so as to avoid future short circuits and blown fuses. But we need to do even more than teach them good habits and basic skills they will need for success in college.

Our job is also to instill, within the mental conduits of our students, respect for an honest day's work, pride in a job carried to completion, a spirit of community responsibility, and a sense of direction toward higher standards of scholarship, sportsmanship, and citizenship. #

What Would You Do?

LARRY

LARRY had spent seven of his eight years in foster homes or with a grandmother who rejected him. By the time his father remarried and could care for him, he was suspicious of all adults.

His intelligence was normal, but he made little progress in school. He had no friends, teased his classmates, and daydreamed. He seemed full of repressions.

His teacher studied his behavior; as a school social worker, I visited his parents and maintained contact with them. They were patient and affectionate with him. But since he had known so little of love and gentleness, he did not respond to them. He seemed afraid to relax and act as a normal boy of eight would. His teacher, his parents, and I conferred often to evaluate his behavior as it reflected his attempts to deal with his problems.

One day Larry gave his teacher a chance. He said to her (referring to me), "I think she likes me. She comes to my house." His teacher felt that he was asking, "Do *you* like me?" She asked if he would like to have her visit his home, too.

Subsequently the visit was arranged and turned out well. All of us realized that Larry was just trying to find out what to expect of us and what he could count on.

As his confidence in us grew, Larry showed it in little ways. He would leave a flower on the teacher's desk, or offer to help put the room in order. He began to tell me some of his troubles.

His lack of confidence in reading was apparently due to a fear of being criticized. So in class the teacher encouraged him to take a chance and helped him overcome this fear of failure. With improved skill in reading, he began to report in class on outside reading.

He was given leadership opportunities. If he failed to handle them well, he was given another chance later. He learned to try and try again.

Because he had never learned how to give and take, Larry went thru a period of fighting with his classmates. As he began to recognize his importance to adults, he had to mean something to his peers even if it meant beating them up! His peer relationships improved as he learned how to settle his problems without resort to fighting.

By the close of the school year, Larry belonged to the group, had reached grade level in his work, and, best of all, was a little boy who met the world with a smile instead of a scowl.

—MARJORIE N. EVERINGHIM, *school social worker, Baltimore Public Schools.*

That's No Excuse!

What do you say to nonmembers when they recite "reasons" for not joining their professional organizations?

HAROLD H. STORY

Is YOUR reason for not joining your professional organization one of the following, Mr. Nonmember? [1] You need every dime you earn for your own living expenses. [2] The teachers organizations have done nothing for you so why should you do anything for them? [3] You don't like the policies or personalities of the "clique that runs the organization."

Now let's take a closer look at each of these excuses:

[1] Your teachers organization is a cooperative enterprise that has betterment of the economic status of its members as a chief objective. It works effectively [a] to put more money in the teacher's pocket; [b] to provide ways and means of making the teacher's money go farther.

If you are getting more money this year than last (and you *are*), put that to the credit of your organization—every cent of it. Believe it or not, these raises in pay and improvements in pay schedules don't come out of thin air. They are the result of someone's long and arduous planning and negotiations in your behalf.

Then to help you get the best possible value out of your money, it is your teachers organization that has made it possible for you to get insurance at a discount; that provides a buying service with discounts really worth getting; that contracts for medical and hospital prepaid services that get you the best of care at the lowest conceivable cost. Officers and committees of your organization are searching, evaluating, negotiating constantly for more and better services of this kind—services that no amount of isolated individual effort can ever obtain.

[2] Only a very young and inexperienced teacher, or a very old and forgetful one, could ever honestly suppose that he or she has never received any benefit from professional organizations. Salaries, standards, tenure protection, retirement provisions, legal counsel, opportunities for professional improvement, and freedom to do a good job of teaching without undue interference are all major elements in the educator's career that have undergone vast improvement in the last 25 years.

These benefits have never rained down like manna from heaven. They have been dug out of hard rock, so to speak, by teachers who were devoted to their profession, who believed in its mission, and who oftentimes have given of themselves far more than *they* ever got out of it in order that *you* might be more secure, and therefore a better teacher, today.

[3] So you don't like the gang that runs things in your organization? That may be an excuse for staying out, but it isn't a reason. There isn't a teacher organization in these parts that isn't shorthanded, right this minute. Don't start hanging around the executive meetings or headquarters of your organization pretending you want to help run things. They will call your bluff so suddenly you'll never know what hit you.

Of course, they will, perversely, want you to prove your metal for a few days before they turn over the works to you.

Suppose, as a starter, Mr. Nonmember, that instead of waiting to be solicited for membership in your organization, you steam up enough professional spirit to look up the organization representative in your school and surprise him by asking for a membership application blank. Your organization needs you, and you need your organization. #

***Dr. Story is president of the Adult Education Association of Los Angeles and chairman of the legal committee of Affiliated Teacher Organizations of Los Angeles. His article is reprinted from* ATOLA Reporter.**

LOCAL-WISE

It's a Good Idea

To have a newsletter: Dale O. Olsen, president of the Grand Rapids [Mich.] Teachers Club, keeps his members uptodate on the work of their club thru frequent newsletters that give information, offer suggestions, alert them on issues of importance to the profession. The newsletter is particularly useful to building representatives in promoting membership and a high degree of cooperation on local, state and national levels.

To set up major goals for the year: The Lake Charles [La.] Teachers Association has adopted citizenship as its major objective for work during 1952-53. The theme is "Today's Students—Tomorrow's Leaders." The citizenship committee suggested special programs and activities for the schools for Citizenship Day September 17. Every school participated.

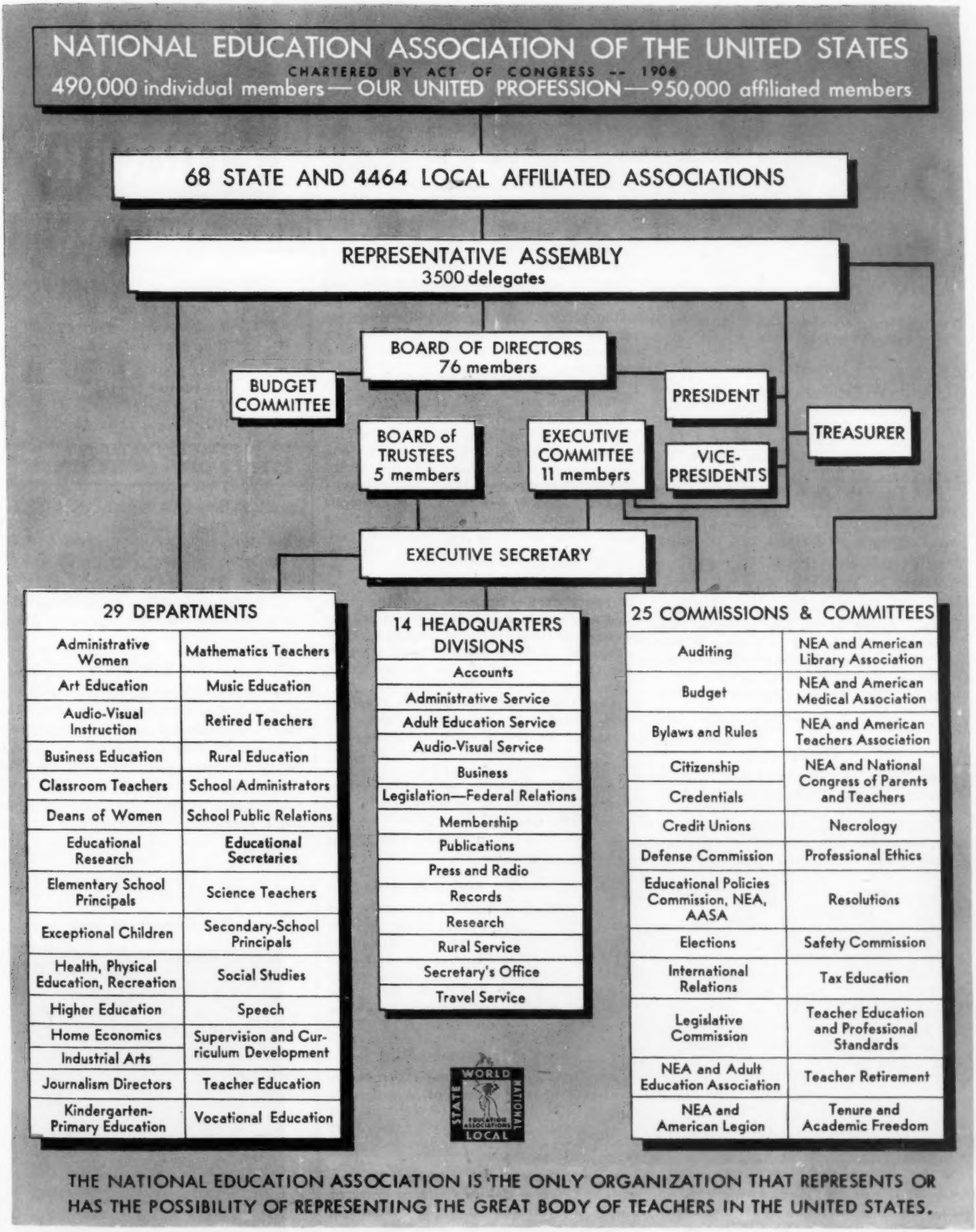
Lorena Roberts, president of LCTA, reports that the citizenship committee has made plans for a full year's program in the schools and community. This work was inspired by *Local Association Activities Leaflet No. 4* on citizenship and by other materials from the NEA.

To insure representation of the local association at the state and national level: The Oak Ridge [Tenn.] Education Association insures representation at the state and national levels by providing in its constitution that:

"Sec. 1. The president and immediate pastpresident shall be the representatives to the NEA Delegate Assembly. The other allotted delegates shall be elected at large and shall serve the ensuing year on standing committees at the discretion of the board of directors. Alternates will be appointed by the representatives of the board of directors.

"Sec. 2. At TEA Representative Assembly the representatives shall be the superintendent, the president of OREA, assistant superintendent, vice president, secretary, chairman of the legislative committee, and members at large for a period of service of two years. . . ."

James E. Thomas, OREA president, reports that since 1947 the local association has had 100% membership in local, regional, state, and national professional organizations.



One of a series designed for your bulletinboard, this poster is a reproduction of one of the 16 large colored charts prepared by the NEA to help state and local leaders interpret the NEA. A set of the 22x29-inch charts, called "The NEA at Work," can be obtained by local leaders from their state education association or NEA state director.

Free or Inexpensive

UNLESS otherwise indicated, obtain government publications from the Superintendent of Documents [Supt Doc.], Washington 25, D. C. Make money order or check out to the Superintendent of Documents; do not send stamps. **Order other items from addresses given.**

Christmas

Christmas Carolers' Book in Song and Story by Torstein O. Kvamme. Collection of Christmas carols with notes on their origin and other background material. 1935. 80p. 60¢. Quantity discounts. Hall & McCreary Co., 434 S. Wabash Ave., Chicago 5.

Fun To Make: Gifts for Christmas Giving. Suggestions for making simple Christmas gifts. Single copies only. Free. Rit Products Corporation, Dept. B11, 1437 W. Morris St., Indianapolis 6, Ind.

Curriculum

Trends in Production of Teaching Guides: Survey of Courses of Study Published in 1948 thru 1950 by Eleanor Merritt and Henry Harap. Current practices and trends in the preparation of curriculum bulletins. 1952. 31p. 50¢. Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tenn.

Health

Your Neighbor's Health Is Your Business by Albert Q. Maisel. How citizens can work to obtain protective health services for their communities. Public Affairs Pamphlet No. 180. 1952. 32p. 25¢. Quantity discounts. Public Affairs Pamphlets, 22 E. 38th St., New York 16.

International

Teaching About the United Nations in the Schools and Colleges of the United States in 1950 and 1951. Prepared for the US National Commission for UNESCO by the US Office of Education. Report of what schools and colleges are doing to promote understanding of the UN. Dept of State Publication No. 4649. 1952. 29p. 10¢. Supt Doc.

Why Foreign Aid. Facts about the Mutual Security Program and its contribution to the defense of the free world. Dept of State Publication No. 4301. 1951. 17p. 20¢. Supt Doc.

For the Classroom

Better Homes for Family Living. Unit on home building for intermediate and upper grades. Reprint from *The Grade Teacher Magazine*. 8p. Free. Educational Committee, Natl Assn of Home Builders, 1028 Connecticut Ave. N. W., Washington, D. C.

Children Can Work Independently. Suggestions for activities that will promote independent work habits among elementary-school children. 1952. 36p. 75¢. Quantity discounts. Assn for Childhood Education Internatl, 1200 15th St. N. W., Washington 5, D. C.

Creative Reading by Helen Rand Miller and John J. DeBoer. Manual for highschool and junior-college students. Stresses the ability to detect key ideas and the interpretation of ideas. 1951. 66p. 75¢. Quantity discounts. Graessle-Mercer Co., Seymour, Ind.

Declaration of Independence. Suitable for framing. 15¢ each. Dietz Press, Inc., 112 E. Cary St., Richmond, Va.

Discipline in Our Schools. Publication of the Philadelphia Suburban School Study Council, Group A. How today's schools help children develop into selfdisciplined individuals. 1952. 31p. 50¢. Quantity discounts. Educational Service Bureau, School of Education, University of Pennsylvania, Philadelphia 4.

Geographic School Bulletins. Weekly, 12-page, illustrated, presenting the geographic background of current world events. 40¢ for 30 issues. Subscriptions for classroom use available if mailed in bulk to one address. Natl Geographic Society, 16th and M Sts. N. W., Washington 6, D. C.

Techniques of Discussion with Teenagers by W. Russell Shull. Pointers for making class discussions lively and educative. 1951. 32p. 50¢. Natl Forum Inc., 407 S. Dearborn St., Chicago 5.

Understanding Ourselves by Helen Shacter. How a young person's personality grows and develops, how it can be harmed and impaired, or improved and enriched. 1952. 124p. 70¢. McKnight & McKnight Publishing Co., 109-111 W. Market St., Bloomington, Ill.

Core Curriculum Development Problems and Practices by Grace S. Wright. The what and the how of core curriculum practices. Bulletin 1952, No. 5. FSA, Office of Education. 104p. 30¢. Supt Doc.

Pack-O-Fun. Monthly magazine of things for children to do or to make. Useful for school or home. $1.25 for 10 issues. Quantity discounts. Order from Pack-O-Fun, P. O. Box 185, Park Ridge, Ill.

Radio and TV

Your Child and Radio, TV, Comics, and Movies by Paul Witty and Harry Bricker. Useful information for parents and teachers on the effects of mass entertainment on children, with suggestions for improving things children see and hear. 1952. 48p. 40¢. Quantity discounts. Science Research Associates, Inc., 57 W. Grand Ave., Chicago 10.

The Exceptional Child

Helping Parents Understand the Exceptional Child. Proceedings of a conference for parents and teachers of children who need special education. 1952. 42p. Free. Child Research Clinic, The Woods Schools, Langhorne, Pa.

Parents Study Guide; a Manual for Parents of Cerebral Palsied Children prepared under the direction of Verna S. Carlisle. Suggests steps for organizing parents groups and planning educational meetings. Lists recommended publications and films. 1951. 74p. 50¢. Natl Society for Crippled Children and Adults, Inc., 11 S. La Salle St., Chicago 3.

from the 4 CORNERS

CHRISTMAS

Beginnings

That lovely garden,
That tower agleam,
That mighty engine,
Was once a dream.

That famous picture
On canvas caught,
That graceful statue,
Was once a thought.

That step of progress
That blesses man,
That master epic,
Was once a plan.

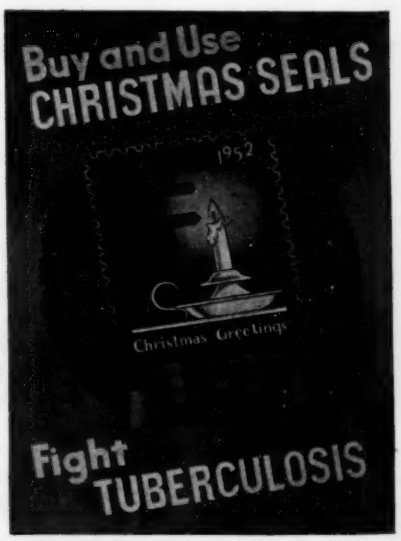
That better order
That nations share
In peace and blessing,
Was once a prayer.

—CLARENCE EDWIN FLYNN. *Reprinted by permission from* Workers with Youth. *Copyright 1952.*

For Christmas

A Golden Treasury from the Bible, Personal Growth Leaflet No. 22, contains inspirational material particularly appropriate for the Christmas season. Many teachers give PGLs to each of their students and enclose them with Christmas greetings. Any teacher wishing a single copy will receive it free on sending a stamped, selfaddressed envelop to Section 10, NEA JOURNAL. Additional copies 2¢ each. No order accepted for less than 50 copies.

TB Christmas Seal



Christmas Poem

The visions of peace, like snowflakes, fall
On this twilight world where strange voices call
And echo with fear.

One moment the flakes gleam white and are still,
But heat from the strife on a distant hill
Makes each flake a tear.

May the spirit of Christmas make pure the air,
Quiet the restlessness everywhere,
Make our vision clear,

That our minds may grasp, and our acts fulfill
The promise of peace, of love, and good will
In a bright New Year.

—RUTH A. STOUT

WORD FROM THE STATES

KSTA President Flies to Meetings

THE Kansas State Teachers Association holds six district meetings [at approximately the same time] each fall. This year, for the first time, the KSTA president was able to attend all six meetings.

Explanation: The KSTA hired a pilot and plane to fly KSTA President Clara Lamb to all six meetings. She spoke at three different meetings in one day.

INTERNATIONAL

Magazines for Friendship

A NATIONWIDE campaign to spread the truth about America around the world is being carried on by Magazines for Friendship, Inc., a nonprofit corporation, and the Pasadena [Calif.] Chamber of Commerce. Their plan is to mail old copies of good American magazines to people abroad. Individuals, organizations, and local communities are cooperating in the campaign.

Its sponsors believe that: "Better American magazines are the most effective propaganda. They show how we live and think. They reflect the rewards to the individual citizen of our freedom and democracy. They counteract Communism and anti-Americanism abroad; they are more valuable than guns and bullets if we get them overseas."

For a listing of magazines and further information readers may address Magazines for Friendship, Inc., c/o Pasadena Chamber of Commerce, 164 N. Euclid Ave., Pasadena 1, Calif.

Schools Collect Clothing

LAST year the school children of America who participated in the National Children's Clothing Crusade collected more than two million pounds of good used clothing, which was distributed by the Save the Children Federation to underprivileged children in disadvantaged areas in this country; in six European countries—Austria, Finland, France, Germany, Greece, and Italy; and in Lebanon and Korea.

The American Association for Health, Physical Education, and Recreation [an NEA department] is encouraging its members and affiliated units to collect used athletic uniforms and equipment which have seen their best days but still have some sports value, and make them available to underprivileged children at home and abroad thru the Save the Children Federation, 80 8th Ave., New York 11 [a nonpolitical, nonsectarian, nonprofit corporation].

Students Make Toys for Needy

A GAY procession of colorful toys for underprivileged children came from the woodshop, metal shop, and art classes of Horace Mann Junior High-school, Burlington, Iowa, just prior to Christmas last year. Woodshop boys cut out the toys and assembled them, while metal shop and art students completed the work with filler and paint.

The local parent-teacher association distributed the toys to needy children.

HERE AND THERE

The March of Dimes

THE 1953 March of Dimes to secure funds to fight polio will be conducted January 2-31. Materials for use in the March of Dimes campaign may be secured from The National Foundation for Infantile Paralysis, 120 Broadway, New York 5, or from your county chapter of the national foundation.

Unesco Seminar

PERSFOTOBUREAU "'T STICHT"

LAST summer, Robert H. Reid was selected by the Department of State to represent the United States at UNESCO's Seminar on Education for Living in a World Community. Mr. Reid, executive assistant, NEA Committee on International Relations and director of its United Nations Education Service, met with 70 delegates from 35 nations at Zeist in The Netherlands.

The picture shows Patricia Reid, Mr. Reid's daughter, presenting to Dr. A. P. Korthals Altes, Burgomaster of Zeist, an album on human rights, prepared by students in a Washington, D. C., school. This album was a gift from the NEA to the school children of The Netherlands.

Human Rights Day is observed December 10 in celebration of the adoption of the Universal Declaration of Human Rights by the General Assembly of the United Nations on December 10, 1948. The Declaration was adopted without a dissenting vote. The day was celebrated by 80 countries in 1951.

NEA Activities

St. Louis Host to Science Teachers

THE National Science Teachers Association, an NEA department, will hold its fifth annual winter conference in St. Louis, Dec. 27-30. The meetings will be held in conjunction with the annual meeting of the American Association for the Advancement of Science. The American Nature Study Society and the National Association of Biology Teachers will also participate.

Three joint sessions will be devoted to the theme, "Implementing the Principles of Good Teaching." There will be a dozen individual sessions conducted by the cooperating societies. For program write to NSTA, NEA.

Educational Secretaries

THE National Association of School Secretaries has changed its name to the National Association of Educational Secretaries, and that of its magazine from the *National Secretary* to the *National Educational Secretary*. Change of the name does not affect the departmental status of the organization.

This NEA department will hold a regional conference in Atlantic City, N. J., Feb. 13-15, 1953, in connection with the meeting of the American Association of School Administrators. For program write to Emma G. Castner, president, NAES, 12 Carlton Ave., Washington, N. J.

Attention, Classroom Teachers

THE NEA Department of Classroom Teachers will hold several activities during the AASA Convention in Atlantic City, N. J., Feb. 14-19, 1953. Open House will be Sunday afternoon [Feb. 15] from 6 PM to 8 PM. The annual classroom teachers luncheon will be held Tuesday [Feb. 17] at 12:30 PM. Many classroom teachers invite their superintendents to the luncheon as guests. Both of these activities will be held at the Ritz-Carlton Hotel.

The department is making plans to co-sponsor several clinics and discussion groups with the administrators during this convention.

Association for Higher Education Plans Conference

ON Oct. 30-31, the Planning Committee of the Association for Higher Education met in Washington, D. C., to plan the agenda for the Eighth Annual National Conference on Higher Education to be held Mar. 5-7, 1953, at the Congress Hotel, Chicago.

Members of the Planning Committee are: Francis R. B. Godolphin, Princeton University, chairman; John W. Ashton, Indiana University; Dorothy Bell, Bradford Junior College; Maxwell H. Goldberg, University of Massachusetts; Nicholas Hobbs, George Peabody College for Teachers; Mordecai W. Johnson, Howard University; R. Homer Norton, Grinnell College; Asahel D. Woodruff, Brigham Young University (on leave); Dorothea E. Wyatt, College of William and Mary; Theodore M. Hesburgh, CSC, University of Notre Dame; and Harvey H. Davis, State University of Iowa, president of the association, ex-officio a member of the committee.

Consultants to the committee are Francis J. Brown, American Council on Education; Guy E. Snavely, Association of American Colleges; and Russell I. Thackrey, Association of Land-Grant Colleges and Universities.

Teacher-Certification Conference

"THE Certification of Teachers" will be the theme of the Eighth Annual National Conference of the Commission on Teacher Education and Professional Standards, which is to be held June 24-27, 1953, in or near Miami Beach, Fla.

All segments of the profession will be brought together to study the problem of certification as it relates to teacher selection, preparation, accreditation in institutions, and inservice growth. It is hoped that the conference will be helpful in the derivation and adoption of sound professional policies regarding the licensure of teachers.

AASA To Meet

THE 1953 convention of the American Association of School Administrators will be held in Atlantic City, N. J., Feb. 14-19. [See page 592 of this JOURNAL.] For sleeping-room reservations write to AASA Housing Bureau, 16 Central Pier, Atlantic City, N. J.

Classroom Teachers

THE Seventh Joint Committee Conference of the NEA Department of Classroom Teachers was held in Washington, D. C., at NEA headquarters Nov. 28-29.

Participants were the members of five committees: Resolutions and Platform Revision, Study of the Revision of NEA Charter and Bylaws, Reaching the Isolated Teacher, Methods and Means of Implementing the Centennial Action Program, and Teacher Load in Relation to Effective Teaching.

A conference composed of presidents of 12 state departments of classroom teachers was also held at NEA headquarters Nov. 28-29. Purpose of this meeting was to assist these teacher leaders in promoting the work in their respective states.

Annual Report

IN HIS final report of the profession to the public, *The Public School*, Willard E. Givens, retired NEA executive secretary, sets forth facts about the

[*Continued on page 604*]

Your help is needed!

On October 14, 1952, the NEA Board of Trustees, Board of Directors, and Executive Committee voted unanimously to launch a campaign to raise a $5 Million Building Fund.

The NEA service program and its staff have outgrown existing NEA facilities.

- Office space intended for 200 workers is now occupied by 500. Poor working conditions limit staff effectiveness.
- The staff is now housed in a converted residence, a hotel, a converted garage, a converted warehouse and an office building. Some parts of the staff are separated from other parts by as much as six city blocks.

Both the service program and the staff of the NEA must continue to expand in order to meet the modern needs of increasing school enrolments, more teachers and more NEA members.

The action of the Trustees, Directors, and Executive Committee was based on a knowledge of existing conditions and needs. It arose from a strong faith in the organized teaching profession, in the future of the NEA, and in you.

- The existing plant was in large part paid for from the dues of Life Members.
- The proposed expansion must in part be paid for from the dues of Life Members to be enrolled during the next five years.

How Can You Help?

Each present Life Member of the NEA should enrol one additional Life Member each year for the next five years.

You will find great satisfaction in this service. It will not require much of your time. The goal proposed for you is reasonable. Sometime ago, William G. Pyles of the Bethesda-Chevy Chase High School, Bethesda, Maryland, was instrumental in enrolling 24 Life Members. Miss Irene Taylor of Columbus, Ohio, who became a Life Member in 1937, recently sent to the NEA the name of the twelfth Life Member she has enrolled. In the light of what Mr. Pyles and Miss Taylor have done, are you willing to accept a goal of not less than five in as many years?

Life membership pays. It pays the holder of the Life Certificate. It pays the profession through added strength. It benefits the children and youth of our country. The Life membership fee is $150 which may be paid as one sum or in installments of $15 or more per year.

Be sure to read page 569 for further information regarding the NEA Building Fund Campaign.

[Continued from page 602]

public school and the significance attached to it by those who founded our form of government. He calls particular attention to the contribution of the public school to American freedom, strength, and achievement.

"The public school is the instrument of a society of free men," declares Dr. Givens. He points out the character and the principal purposes with which our early leaders and the statesmen who followed them have charged the public school. He urges that these purposes be reappraised, particularly at this time when attempts are being made to destroy our freedoms.

Dr. Givens' report was published by the National Education Association.

Deans of Women Join in Survey

THE National Association of Deans of Women [an NEA department] has joined with three other national personnel organizations in a study of problems in connection with the recording and retention of student disciplinary records.

The other organizations are the American Association of Collegiate Registrars and Admission Officers, the American College Personnel Association, and the National Association of Student Personnel Administrators.

It is hoped that out of the survey will come recommendations for improved methods of handling student records.

Sampson G. Smith

Sampson G. Smith is the new national president of the Division of County and Rural Area Superintendents of the NEA Department of Rural Education.

PHOTO BY THE BERINGS

Rural Administrators Confer

SOME 650 rural administrators and representatives of lay and educational organizations attended the Seventh National Conference of County and Rural Area Superintendents which met in New York City Oct. 12-15.

The conference was sponsored by the Division of County and Rural Area Superintendents of the NEA Department of Rural Education. Frank M. Jackson, San Angelo, Texas, outgoing president of the division, presided at the conference.

Five aspects of the rural administrators work were considered: helping schools to grow, acting as consultant, serving as coordinator, providing educational services, and performing administrative functions.

At the business session, Oct. 15, the following officers were elected: first vicepresident, William J. Hauser, Douglas County Schools, Omaha, Nebr.; second vicepresident, Martin S. Miller, Thurston County Schools, Olympia, Wash. Elected to the executive committee for two-year terms were Hugh H. Cassell, Augusta County Schools, Staunton, Va., and H. G. Greer, Monroe County Schools, Monroeville, Ala.

On October 28, Martin S. Miller died unexpectedly. Edwin A. Woodworth, superintendent, Clackamas County Schools, Oregon City, Oregon, has been appointed to succeed him as second vicepresident of the division.

AASA Appoints First Intern

CLAYTON L. AKIN has been appointed as the American Association of School Administrators first intern in administration for 1952-53. The internship was arranged in cooperation with Teachers College, Columbia University.

During his year of internship Mr. Akin will have practical on-the-job experience in preparing for the superintendency. He will serve on the staff of AASA President Virgil M. Rogers, Battle Creek, Mich.; at AASA headquarters in Washington, D. C.; and on the staff of AASA President-Elect L. G. Derthick, Chattanooga, Tenn.

Mr. Akin is a graduate of Washington University, St. Louis, and of Teachers

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College, Columbia University. For the past two years he has worked as a research assistant with Paul R. Mort, director of the Institute of Administrative Research at Teachers College.

Classroom Teachers

Alice Latta, teacher in the Coeur d'Alene, Idaho, schools, is the 1952-53 president of the NEA Department of Classroom Teachers. Miss Latta was elected at the annual meeting in Detroit, June 30, 1952.

Foreign Tours Popular

THE 1953 summer tours now being planned by the NEA Travel Division in response to requests from teachers reflect a very high interest in foreign travel. The division's program for 1953 features tours to Europe (with general tours as well as some to special meetings and festivals) and tours to South America, the Caribbean area, Mexico, Alaska, Canada, and Hawaii.

Special interest tours in the US will include one with emphasis on contemporary government and American history, and an industry tour of the iron ore regions, as well as the usual tours: Canadian Rockies-Pacific Northwest, Western United States, Yellowstone-Salt Lake City-Denver. For further information write to Travel Division, NEA.

NEW NEA LIFE MEMBERS

Arkansas—Royal H. Bowers
Florida—Clyde Hayman, Artie E. McFarland
Georgia—Emmette Harvey Albea
Kentucky—Sara Rives
Maine—Samuel A. Brocato
Massachusetts—Harvey R. Berger, Shirley Cave
Michigan—Donald L. Dimond
Missouri—Frances G. Blazer
Nebraska—Theodore A. Witt
New Jersey—Dorothy E. Wagner
New York—Emma J. Bookhout, Kenneth P. Drake, Norma Rosenbluth
Ohio—Anita L. Ruffing
South Carolina—Ellen Marie McDonald
Texas—Mrs. M. B. Robbins
Canada—Eric C. Ansley
Philippines—Hermogenes F. Belen

NEA CALENDAR

Dec. 1-2—State Secretaries, NEA headquarters.

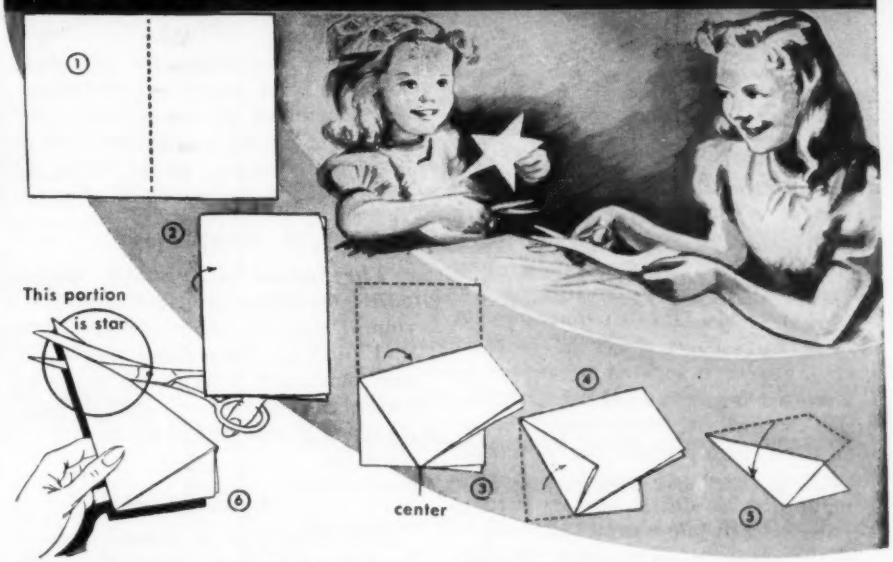
Dec. 5-6—NEA-American Teacher Assn meeting, NEA headquarters.

Dec. 17-19—Meeting of the field workers of state associations, Biloxi, Miss.

Dec. 27-30—Regional meeting, Natl Science Teachers Assn, St. Louis.

Dec. 29-31—Natl Council of Teachers of Mathematics, University of Nebraska, Lincoln.

STARS TO BRIGHTEN YOUR PROGRAM A suggestion we hope you find helpful and interesting



Five-Pointed Star *with* One Snip *of the* Scissors

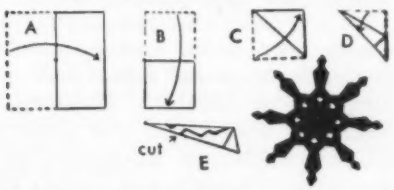
Here Are Easy Directions To Make This Five-Pointed Star

Use any paper with 8½"x11" proportions. Follow above diagrams from 1 to 5. Snip according to 6. And there's your star.

More Creative Stars Are Also Easy to Make

Stars (snowflakes, too) not to be copied, each unique, is a satsifying project for any child. And the whole class enjoys applying the designs to windows, pupil-created greeting cards, tags for gifts and book covers.

BASIC DIRECTIONS FOR THESE CREATIVE STARS:—You must begin with a square (any size) of any kind of paper. Use gold, silver, white, colored. Colored cellophane designs, especially overlapped, give impressive effects.



Fold according to above diagrams A to D. Cut (see E); no two cuts alike; do not cut side edge nor across angle.

If further interested: Directions for "Five-Pointed Star with One Snip" is from POPULAR MECHANICS CHRISTMAS HANDBOOK of ideas, toys, gifts you can make.

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FOR YOUR INFORMATION

NEA headquarters: 1201 16th St. N. W., Washington 6, D. C.

1953 NEA Representative Assembly—June 28-July 3, Miami Beach, Fla.

American Education Week—Nov. 9-15. Theme: "Children in Today's World."

NEA officers and headquarters staff: *NEA Handbook*, pages 246-47, 384.

NEA platform and resolutions: *Handbook*, pages 351-364.

NEA departments, committees, commissions, councils: complete information, *Handbook*, pages 257-327.

NEA membership, May 31, 1952: 490,968.

Centennial Action Program goals: *Handbook*, page 16.

World Confederation of Organizations of the Teaching Profession: Information free from NEA; see *Handbook*, pages 365-372.

Have you read?

Public Education

The School That Built a Town by Walter Hines Page, with an introductory chapter by Roy E. Larsen, is a classic statement of the case for public education in America. The three essays comprising the book were originally published in 1902 under the title of *The Rebuilding of Old Commonwealths.* Walter Hines Page, the great Southern liberal, was then seeking to arouse his fellow citizens to the need for more adequate support of public-school education. Altho much progress has been made since this eloquent appeal, the argument applies as clearly now as then to the needs of public education.

In the introductory chapter Mr. Larsen, chairman of the National Citizens Commission for the Public Schools, emphasizes the importance of this book to all concerned in strengthening the cause of public education today. 1952. 109p. $1.75. Harper & Brothers, 49 E. 33rd St., New York 16.

Bible Readings

TEACHERS and parents who want suggestions for choosing appropriate selections from the scriptures for reading to young people will find such help in ***Bible Readings for School and Home*** compiled by Elizabeth Matthews Wesson. The compilation was made with the cooperation of authorities of the Protestant, Catholic, and Jewish faiths. The references, listed under various subject headings, apply to all versions of the Bible. 1951. 35p. 60¢. Harper & Brothers, 49 E. 33rd St., New York 16.

Plays

Twenty-Five Plays for Holidays by Mildred Hark and Noel McQueen has an assortment of royalty-free, one-act plays for all major holidays and other special occasions. 1952. 439p. $3.50. Plays, Inc., 8 Arlington St., Boston 16.

Christmas

The Second St. Nicholas Anthology edited by Henry Steele Commager is a compilation of stories, riddles, poems, and pictures taken from the St. Nicholas magazine. It is excellent for classroom and home use. 1950. 586p. $5. Random House, 457 Madison Ave., New York 22.

School Law

The Yearbook of School Law 1952 by Lee O. Garber. Annual volume of court rulings as they affect public education and the profession of educational administration. 1952. 105p. $2.25. Lee O. Garber, 3812 Walnut St., Philadelphia 4.

The Most Important Book of 1952

SPECIAL attention is called to last month's editorial [page 473] on "The Most Important Book of 1952." In naming the "most important" book each year, the editor has sought to emphasize a volume which if widely read would do most to advance our country and the world in the direction of democratic ideals. The choice this year falls on *America's Greatest Challenge* by Walter E. Myer and Clay Coss. How to give vitality to education for citizenship at the secondary-school level is America's greatest challenge, according to the authors. 1952. 215p. $2.75. Civic Education Service, 1733 K St. N. W., Washington 6, D. C.

Among the Magazines

"WHAT Should Be the Profession's Attitude toward Lay Criticism of the Schools?" by William S. Gray and William J. Iverson in ***The Elementary School Journal*** for September discusses the current criticism with special reference to reading. The authors recommend steps that might be taken to meet honest criticisms and improve the situation.

THREE fundamental features of public-school systems that are being subjected to reappraisal as a result of the current wave of criticism are described and evaluated by Hollis L. Caswell in the October ***Teachers College Record*** under the title, "The Great Reappraisal of Public Education." The three major topics Dr. Caswell considers are the concept of equality of educational opportunity, the way in which modern methods of teaching have been developed out of research on learning, and our solution of the relation of religion and education.

What They Are Reading

Deal Crooker, deputy superintendent, Department of Public Instruction, Hawaii: *They Went to College* by Ernest Havemann and Patricia S. West, Harcourt-Brace; *Changing the Curriculum, a Social Process* by Alice Miel, Appleton-Century-Crofts.

Myrtle Gustafson, supervisor, language arts, secondary schools, Oakland, California: *Psychology of Teaching Reading* by I. H. Anderson, Ronald Press; *Structure of English* by C. C. Fries, Harcourt-Brace; *English Language Arts* [Natl Council of Teachers of English], Appleton-Century-Crofts; *Growing Up in an Anxious Age,* 1952 Yearbook, ASCD, NEA.

John E. Hansen, consultant on instructional materials services, Olympia, Washington: *Understanding Group Behavior of Boys and Girls* by Ruth Cunningham and others, Columbia University Press; *Tested Public Relations for Schools* by Stewart Harral, University of Oklahoma Press.

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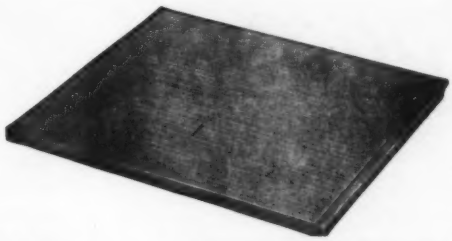

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Audio-Visual Materials

THIS list of sources of audio-visual materials for schools was prepared by Virginia Edwards of the Audio-Visual Center, St. Louis Public Schools. It was secured for THE JOURNAL thru the cooperation of the NEA Department of Audio-Visual Instruction.

Teachers should bear in mind the fact that all commercial sources listed are interested in presenting their stories in as favorable a light as possible. Also, materials included in packets sent out by the sources will vary from month to month.

Countries

Brazil: Brazilian Govt Trade Bureau, 551 Fifth Ave., New York 17. Booklets, economic charts. Natl City Bank of New York, 55 Wall St., New York 15. Booklet: *Brazil—Symbol of Progress.*

Britain: British Information Services, 30 Rockefeller Plaza, New York 20. Booklets, pictures, filmstrips, films.

Canada: Canadian Citizenship Council, 148 Laurier St., Ottawa. Booklets. Tourist Branch-Provincial Publicity, 106 Grand-Allee, Quebec. Booklets on provinces of Canada. Canadian Travel Bureau, 11 W. 49th St., New York City. Booklets on provinces. Canadian Natl Railways, 314 Broadway, St. Louis. Booklets on Western Provinces.

Egypt: Egyptian Govt Bureau, 29 E. 69th St., New York 21. Booklets and charts.

Finland: Finnish Natl Travel Office, 41 E. 50th St., New York City. Booklets.

France: French Govt Tourist Office, 307 N. Michigan Ave., Chicago. Booklets, charts, pictures. Cultural Division, French Embassy, 934 Fifth Ave., New York 21. Pictures, books.

Guatemala: Oficina Nacional de Turismo, Guatemala City. Booklets.

Israel: Israel Office of Information, 11 E. 70th St., New York 21. Booklets. Charge for pictures.

Italy: Italian State Tourist Office, 21 E. 51st St., New York 22. Books, charts.

Mexico: Mexican Govt Railway System, 120 Wall St., New York City. Booklets. Asociacion Mexicana de Turismo, Balderas 36, Mexico, D. F. Booklets in English and Spanish. Missouri Pacific Railroad [Advertising], 1222 Olive St., St. Louis. Booklets.

Netherlands: Netherlands Information Bureau, Netherlands Museum, Holland, Mich. Booklets.

New Zealand: New Zealand Govt Travel Commissioner, 153 Kearny St., San Francisco. Pictures.

Norway: Norwegian Information Service, 290 Madison Ave., New York City. Booklets. Norwegian Information Bureau, 3516 Massachusetts Ave., Washington 7, D. C. Booklets.

Puerto Rico: Puerto Rico Visitor's Bureau, 10 Rockefeller Plaza, New York City. Booklets.

Sweden: American Swedish News Exchange, 630 Fifth Ave., New York 20. Booklets, pictures.

Switzerland: Information Dept, Swiss Natl Travel Office, 10 W. 49th St., New York 20. Material, booklets.

United Nations: Public Correspondence Unit, Room 1071, Special Services, United Nations, New York City. Charts, booklets, bibliographies. US Commission for UNESCO, Dept of State, Washington 25, D. C. Charts, radio programs.

United States: Washington State Advertising Commission, Transportation Bldg., Olympia, Wash. Booklets. Florida State Advertising, Tallahassee. Pictures, 8x10 glossies. Bureau of Business Publicity, Chamber of Commerce, Albany, N. Y. Pictures, 8x10 glossies. Los Angeles Chamber of Commerce, 1151 S. Broadway, Los Angeles 15. Pictures, 8x10 glossies. All-Year Club of Southern California, 629 S. Hill St., Los Angeles 14. Pictures, 8x10 glossies. Southern Pacific Railroad, 65 Market St., San Francisco. Pictures, 8x10 glossies. Division of Resources and Development, Jefferson City, Mo. Booklets.

Other Topics

Aircraft: Douglas Aircraft, Public Relations, El Segundo, Calif. Pictures and charts [atmospheric]. McDonnell Aircraft Corp., Box 516, St. Louis 3. Pictures and 8x10 glossies. Lockheed Aircraft, Public Relations, Burbank, Calif. Pictures. Glenn L. Martin Co., Public Relations, Baltimore 3. Pictures.

Cellulose: Advertising Dept, DuPont Chemical, Wilmington, Del. Booklet: *Story of Cellulose.*

Coffee: National Federation Coffee Grow-

[*Continued on page 608*]

Recess

All's Forgiven

A FIVE-year-old rehearsing at home for the school Christmas program sang:

Hark, the herald angels sing
Glory to the newborn King!
Peace on earth and mercy mild,
God and *sitters* reconciled.

—*The Delta Kappa Gamma Bulletin*

Meetings

For a long time
there have been meetings
of many men
for many days.
At the meetings
there is talking,
talking, talking.
Some this way.
Some that way.

In the morning
when my father
leaves for meeting,
he says to us,
"When I come here again,
then I will know
if it is best
to have many sheep
or few sheep,
to use the land
or let it sleep."

But
when my father
comes home from meeting,
he does not know
which talking-way to follow.

Tonight
when my father
came home from meeting,
he just sat, looking
and looking.

My mother gave him coffee
and bread and mutton,
but my father just sat,
looking.
Then my mother
spoke to me.
She said,
"A meeting is like rain.
When there is little talk,
now and then,
here and there,
it is good.
It makes thought grow
as little rains make corn grow,
But big talk, too much,
is like a flood
taking things of long standing
before it."
My mother
said this to me,
but I think
she wanted my father
to hear it.

—ANN CLARK *in* Little Herder in Spring, *published by Education Division, Office of Indian Affairs, US Dept of Interior.*

More Where This Came From

THE small son of a faculty member at Cleveland College trudged home from his first day at Sunday School and solemnly began emptying his pockets of money—quarters, dimes, and nickels—while his parents stood gasping.

Finally his mother shrieked, "Where did you get all that money?"

"At Sunday School," said the youngster. "They've got bowls of it down there!"—*NRTA Journal.*

♦ *You are invited to share, thru the Recess columns, unintentional student humor, typographical errors in the school newspaper, and other humor which you think teachers might enjoy.*

(*Continued from page* 607)

ers, 120 Wall St., New York City. Booklets. Pan-American Coffee Bureau, 120 Wall St., New York City. Booklets, workbooks.

Curriculum Pictures: HiWorth Pictures, 1499 E. Walnut, Pasadena, Calif. Teaching units. Bill Threatt, 1196 E St., San Bernardino, Calif. Teaching units mounted. Pat Dowling, 1056 S. Robertson Blvd., Los Angeles 35. Pictures, filmstrips. Jean Bargos, Dept E., *Life Magazine,* 9 Rockefeller Plaza, New York 20. Tear sheets, articles from *Life Magazine.*

Health: Health Div., Metropolitan Life Insurance Co., One Madison Ave., New York City. Booklets. Tuberculosis and Health Society, St. Louis. Booklets. American Natl Red Cross, 17th and D Sts., N. W., Washington, D. C. Booklet: *Story of Blood.* Natl Dairy Council, 111 N. Canal St., Chicago 6. Health and nutrition booklets. General Mills, Minneapolis, Minn. Booklets.

Natural History: Chicago Natural History Museum, Roosevelt Road and Lake Shore Dr., Chicago. Booklets, stories, pictures. Audubon Society, 1000 Fifth Ave., New York City. Booklets, pictures.

Nature Study: American Museum of Natural History, 79th and Central Park West, New York City. Booklets, pictures. Illinois State Parks, State Capitol, Springfield, Ill. Booklets, maps. Illinois State Museum, Springfield, Ill. Booklets. Natl Wildlife Federation, 3308 14th St., N. W., Washington 10, D. C. Booklets, pictures. Agricultural Research Dept., Swift and Co., Union Stock Yards, Chicago 9. Elementary-science booklets. General Biological Supply House, 761 69th Place, Chicago 37. *Turtox News.*

Steel: American Iron and Steel Institute, 350 Fifth Ave., New York 1. Booklet: *Picture Story of Steel.*

Textiles: Pepperell Mfg Co., 160 State St., Boston 2. Booklet: *Magic of Textiles.*

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If you are over 21 (or under 101) it's none too soon for you to follow the example of our hero, Ed Parmalee (above) and face the life-saving facts about cancer as presented in our new film "Man Alive!". You'll learn, too, that cancer is not unlike serious engine trouble—it usually gives you a warning:

(1) any sore that does not heal (2) a lump or thickening, in the breast or elsewhere (3) unusual bleeding or discharge (4) any change in a wart or mole (5) persistent indigestion or difficulty in swallowing (6) persistent hoarseness or cough (7) any change in normal bowel habits. While these may not *always* mean cancer, any one of them should mean a visit to your doctor. Most cancers are curable but *only* if treated in time!

You and Ed will also learn that until science finds a cure for *all* cancers your best "insurance" is a thorough health examination every year, no matter how well you may feel—twice a year if you are a man over 45 or a woman over 35.

For information on where you can see this film, call us or write to "Cancer" in care of your local Post Office.

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